

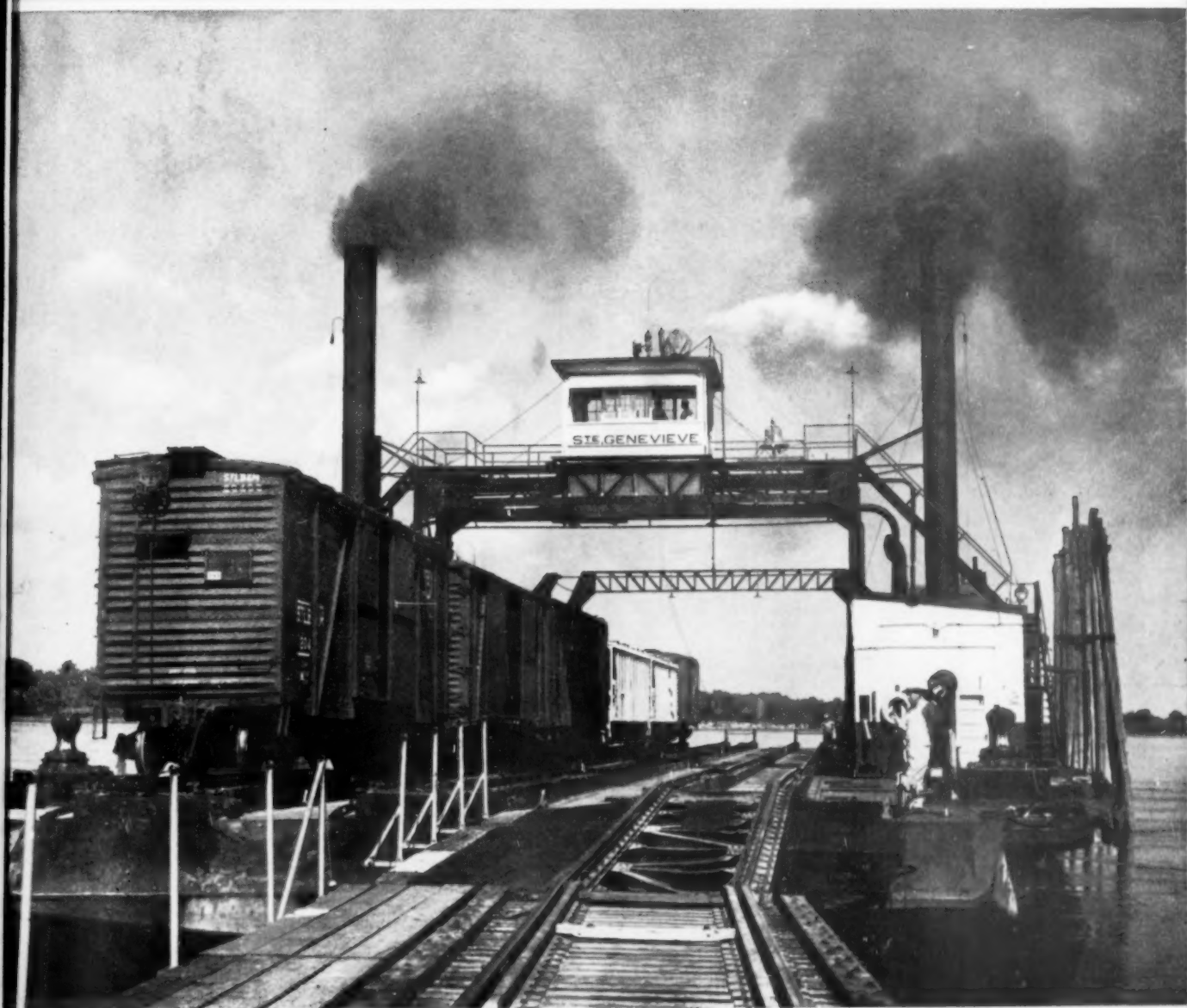
MARCH, 1960

The Lost Art of Studying

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How to Tell Education's Story

School and Community





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INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XLVI, NO. 7



THE COVER

Since 1902 the Missouri-Illinois Railroad has been operating a ferry across the Mississippi from Thomure, Missouri to Kellogg, Illinois. Holding the distinction of being the largest side-wheel boat operating on the Mississippi, it is capable of carrying on its three sets of parallel tracks 18 freight cars at one crossing. The present ferry, the Ste. Genevieve, in operation since 1923, hauls lime, lead and glass to Illinois and coal to Missouri.—Photo by: Massie, Missouri Resources Division.

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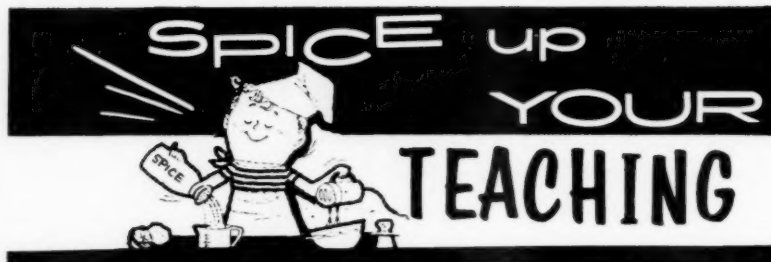
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The booklet costs \$1 from Association for Supervision and Curriculum Development, NEA, 1201 16th St. N.W., Washington 6, D. C.

FARM MECHANICS

"Farm Mechanics in Vocational Agriculture," a booklet prepared for teachers of vocational agriculture to assist them in developing realistic programs in the mechanical phases of farming, is now available.

Teacher trainers in agricultural education and farm mechanic specialists will find the information helpful when working with trainees and teachers of vocational agriculture.

The booklet may be obtained for 15 cents per copy from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

HUMAN RIGHTS TEACHING UNIT BEING DISTRIBUTED

Presenting objectives to be sought after in the teaching of human rights, the Missouri State Commission on Human Rights began to tell its story in January with the distribution of a correlative teaching unit to all Missouri secondary schools.

The Commission also is distributing a pamphlet on what the commission is, what it does, why it was created, who it serves and how it works to all Missouri public schools.

Included in the teaching unit, are an overview for both teacher and student, a suggested vocabulary and 12 concepts necessary for a full understanding of human rights. An excellent definition of human rights is provided.

The second section of the unit discusses the organization, function, powers and duties of the Missouri Commission on Human Rights.

One particular feature that will attract social studies teachers is a list of some 31 agencies and offices in Missouri which can provide additional material, audio-visual aids and professional help for school use.

Additional information may be obtained from the Missouri Commission on Human Rights, Office of the Executive Director, Room 102, State Capitol, Jefferson City, Mo.

"CAREERS IN LAW"

A vocational guidance film for students wishing to study law, "Careers in Law," is available for showings in Missouri schools.

The 27-minute full color, 16mm sound film has met with enthusiastic response wherever it has been shown. The Missouri Bar also reports that it will assign lawyers in the community to address the classes concerning careers in law.

Information on the film may be obtained by writing: The Missouri Bar, 223½ East High St., Jefferson City, Mo.

BRITISH PUBLISH NEW HANDBOOK EDITION

A new edition of "Britain—An Official Handbook" has just been issued, containing nearly 600 pages of information about the United Kingdom with photographs, diagrams and maps.

Covering events up to September, 1959, the handbook gives a detailed picture of Britain and the British way of life. It is indexed for ready reference.

The hard-bound edition is available for \$4.50 and a paper-back edition sells for \$2.25. For further information write: British Information Services, 720 N. Michigan Ave., Chicago 11, Ill.

SCIENCE EDUCATION MATERIAL AVAILABLE

A collection of more than 400 selected aids to science education including equipment, kits, instruments, books, records and play materials is presented in the new "Science Materials Center" catalog supplement.

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Further information may be obtained from the Science Materials Center, 59 Fourth Ave., New York 3, N. Y.

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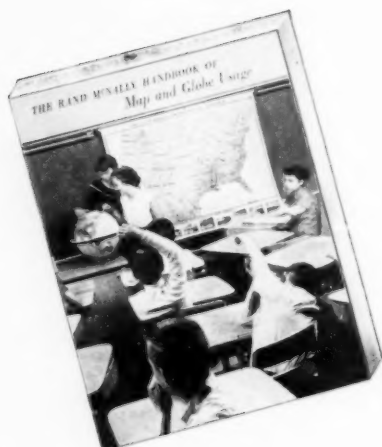
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" 29	"
" 30	"
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DELTA KAPPA GAMMA PLANS SPRING MEETING

The chapters of Delta State of the Delta Kappa Gamma Society will hold their spring conference March 18-20 at Governor Hotel, Jefferson City. Two international officers will be guest speakers: Miss Elsie Lindgren, Second Vice-President, of Twin Falls, Idaho, and Dr. B. June West, Southwest Regional Director, of Portales, N. M.

Science Teachers Plan Convention March 29-April 2

"Current Science and the K-12 Program" will be the theme of the 1960 National Science Teachers Association Convention March 29, 30 and 31 and April 1 and 2 in Kansas City. Convention sessions will be in Kansas City Municipal Auditorium.

The convention will get under way at 9 a.m. March 29 with registration and an Early Bird Mixer is planned for 4 o'clock that afternoon among other activities including a meeting of the Association for Education of Teachers in Science at 10 a.m.

The convention uses the teaching of science from kindergarten through the twelfth grade for its theme, hence the title "Current Science and the K-12 Program."

Activities on the second day will get under way with a teaching demonstration in Kansas City schools at 8:30 a.m. The first general session, "The Ecology of the Educational Community," will be held at 1:30 p.m. Dr. Linus G. Pauling, Nobel Laureate, Professor of Biochemistry at the California Institute of Technology in Pasadena, will speak at the second general session "Frontiers of Science" at 8 p.m. New NSTA officers and directors will be introduced then.

"How a K-12 Program Develops," the third general session, will be at 9 a.m. March 31 with Dr. Robert H. Johnson, Superintendent of Jefferson County Public Schools, Lakewood, Colo., as speaker.

The general session for workshop participants will be at 2 p.m. March 31 and parallel workshop sessions will be at 3 p.m.

Dr. Leona M. Sundquist, Chairman of the Department of Science at Western Washington College in Bellingham, will speak at the fifth general session, "Teacher Education for a K-12 Program," at 9 a.m. April 1. "Here's How I Do It" elementary sessions in chemistry, biology, physics and science will be at 3 p.m. that day.

"K-12 in Relation to the Total School Program," the sixth general session, will be at 9:30 a.m. April 2. Dr. John H. Fischer, Dean of the Teachers College at Columbia University in New York City, will be the speaker.

More "Here's How I Do It" sessions will close out the convention at 2:15 p.m. April 2.

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Senate Passes Federal School Support Bill

It Would Provide \$19,695,000 for Missouri Bill Now Goes to House for Consideration

The United States Senate passed S8 on February 4 with an amendment that would provide \$916,880,000 in school funds for each of the next two years.

The vote was 51 to 34. Both Missouri senators, Hennings and Symington, supported the measure.

The bill would provide \$20 per school age child per year.

For the first year Missouri would receive \$19,695,000, about \$550 per teacher.

The money would be distributed by the State of Missouri and it would be used for teachers' salaries and/or school construction.

The Senate passed the bill after two lengthy days of debate both running into late night sessions.

An amendment offered by Senator Clark that would have increased the allotments under the bill to \$1.1 billion per year for an indefinite period lost by a tie vote 44 to 44

when Vice-President Nixon refused to break the tie. S8 as amended now goes to the House of Representatives.

You should now contact your Congressman and get board members, parents, PTA's, civic leaders and others to do likewise, urging the enactment of S8 as amended. While there is an acute need for school buildings in many areas, the need for funds for teachers' salaries exists in all communities and is most urgent. The importance of retaining the provision for teachers' salaries should be stressed.

Letters and telegrams of appreciation should be sent to Senators Hennings and Symington for assistance in amending and passing S8.

Many community associations have become active in sending communications to members of Congress, the President and the Vice-President.

Here Is the Gist of the President's Budget Message As It Pertains to Education in 1961

There are no bold proposals in the Budget for educational or cultural ventures for the year ahead. What then does the Budget propose? In summary, this:

- A sharp reduction in aid for schools in federally-affected districts.

- More money for National Defense Education Act projects.

- A slight increase for National Science Foundation activities on behalf of science and math teachers.

- A shift of emphasis in vocational education, from traditional craft training to "science-age skills."

- Authorization to assist colleges and universities to build "academic, housing and related educational facilities."

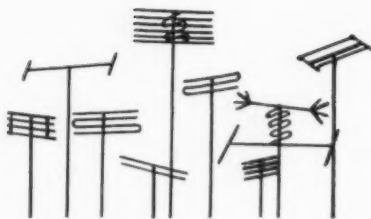
- Repeal of affidavit requirements from the National Defense Education Act.

- Finally, President Eisenhower asked Congress in his Budget message to enact the Administration's plan for helping localities with limited resources to build public schools. The plan is to authorize annual fed-

eral advances to local school districts to pay up to half the debt service (principal and interest) on \$3 billion of bonds to be issued in the next five years for school construction.

WHAT THE U. S. GOVERNMENT PROPOSED TO SPEND IN 1961 FOR ACTIVITIES IN WHICH EDUCATORS HAVE AN INTEREST

	1960	1961	Change
National Defense Education Act	\$150,000,000	\$171,000,000	+
Payments to federally-affected school districts (operations)	163,000,000	126,695,000	—
Payments to federally-affected school districts (construction)	61,135,000	44,390,000	—
Library services	6,000,000	7,300,000	+
Vocational education	33,000,000	31,702,000	—
U. S. Office of Education salaries	12,000,000	13,427,000	+
School lunches	110,000,000	110,000,000	no change
National Science Foundation	67,000,000	70,000,000	+
Veterans education and training	445,000,000	316,000,000	—



How to Tell Education's Story via

Mass Communications Media

By Robert C. Glazier
Formerly, Director, Public Information
Springfield, Missouri, Public Schools

Now, Associate director
Television, Radio and Film Commission
The Methodist Church
Nashville, Tennessee

ALL across our land, the eyes and ears of the citizenry are on education. Never before in America has public education had so glaring a spotlight focused upon it as now. Never before could we pick up magazines or newspapers to read full-page articles or front-page headlines day after day. This interest, while too sensational in many cases, is good.

We would start with the simple premise that you have public relations, whether you like it or not, as an individual or as an organization. You can better them, or you can neglect them.

Public relations departments and programs are a major activity not only in business and industry and labor unions, but also in religious organizations and health and welfare groups, such as the boy scouts, the girl scouts, and groups dealing with health problems such as cancer, heart disease and polio. The bar associations and the medical and banking association have recently set up quite extended public relations programs. It is heartening to note that some school systems are not far behind.

The personnel of these public relations divisions are trying to interpret their programs to the people concerned. They try to make the programs of their organizations better understood and more effective in the public interest.

There's a moral in the story about two English bricklayers who were high on a scaffold, and one turned to the other and said, "I there Bill, there's a stranger, 'eave a brick at 'im." It is almost human nature to feel suspicious about those people or those institutions whom you do not know. If that is true, then certainly one of the major responsibilities of public relations people is to create an atmosphere of hospitality or an

atmosphere of friendship in which the public will say, "That is a good institution to keep around, fair weather or foul."

We must work constantly to make the public schools *more public*. Our policies must be open-book and open-door policies. Each policy must be carefully explained and interpreted to all of the school's publics.

This brings me to the problem of measuring public opinion, one of the fundamentals of public relations. School administrators who do not know what their publics are thinking are working in the dark. We cannot conduct an effective program of public information unless we know what the public opinion is, what our publics are thinking, and what they want to know.

We can inaugurate a program of measuring or sampling public opinion through surveys, questionnaires, reports prepared by teachers and others, observation, meetings, suggestion boxes, and various other means. Remember that opinions change. So we can't sample opinion once and consider the job done. *We must keep measuring public opinion.*

In planning a survey questionnaire, it is necessary to use a positive approach, never a negative *what's-wrong-with-our-schools* approach. In our school system we recently sent home with every child a simple form accompanied by a cordial note from the superintendent, Willard J. Graff.

In his note, Mr. Graff wrote:

"The board of education, the administration, the teachers, and all other school employees are endeavoring to provide the best possible educational opportunities for the children of Springfield.

"We have many problems to solve and many decisions to make. We are earnestly striving to keep everyone

informed concerning the problems which the schools must solve; also, concerning the kind of instructional program to which the schools are committed. In matters of general school policy we are guided in our decisions by what is best for the pupils.

"The judgments and opinions of parents and students are helpful, respected and appreciated."

In the questionnaire we asked the parents to fill in three blank spaces of equal size: (1) What do you like *most* about your child's educational program? (2) What do you like *least* about your child's educational program? and (3) What suggestions do you have for further improvement in the educational program of the Springfield school system?

In connection with public opinion surveys, our school system relies quite heavily upon the day-to-day alertness of principals. We have learned that what the public doesn't know can hurt us. For instance, if some school employee is asked a question about the tax levy and answers: "What levy?" the results can be: (1) the questioner will not bother to turn out to vote at all, or (2) he will vote against the levy. People usually are against anything they do not understand.

In public education, we can accomplish many things through effective use of powerful mass communications media now available to us. But misuse of these helpful tools can be equally devastating in their effect upon understanding.

A very simple formula for correct use of mass communications media in improving school-community relations is this:

1. Set up a specific public relations goal.
2. Determine the publics involved, internal and external.

3. Choose the most effective media to be used.
4. Apply these media effectively toward achieving the goal.

In public information work, one learns quickly to discern that publics are involved in any situation *not* "the public." In selecting the mass communications medium most effective in a particular situation, the *public* involved must be the first consideration.

Among the internal publics of a school system are: board of education, staff, students, parents and alumni. Among the external publics are: other educational institutions, educational associations, related organizations, general public, suppliers and governmental agencies.

For instance, we would not use radio spot announcements if we wanted to remind the children to wipe their feet before entering the building. Nor would we use a sign in the school corridor to interpret a new boundary change.

Here is a brief review of some principal advantages and disadvantages of certain media of mass communication.

Newspapers are probably the most effective single medium, because they not only can show pictures, charts, maps and other detailed data but also can publish many more words than do most other media.

Direct mail usually is too expensive a medium for a large group, but it can be made effective by personalizing letters and using a lively letterhead. It takes planning to work this form of contact into a budget, however.

Magazines excel in color work, but color is important only if it can add impact to the message we seek to spread. Also, the magazine may not reach the desired public. Magazines require long preparation time, and this often defeats the timeliness of a message unless much advanced planning is done. In local magazines, usually space and circulation are quite limited.

Signs rarely are thought of in connection with the interpretation of an educational program, but they can be effectively used in several ways.

Among them are: poster signs or chalkboard messages during an "open house," to point up specific ideas about a specific program of instruction, and signboards at the site of a school construction project, reminding passing motorists that "Springfield is growing—so must its school system" (plus an estimate of enrollment increase.)

Exhibits are good. These are best used at civic club meetings, fairs or in downtown store windows. Attractively presented, they must attempt to get across only one or two ideas.

Open house during American Education Week should *not* be a closed-door proposition *for parents only*. We must be sure to invite school neighbors and businessmen, and by all means to let the children extend the invitation!

Speeches can be a vital part of a public information program. I recommend an organized speakers bureau. Of course, the audiences will be limited, but they are readily available. A club program chairman usually is eager to accept suggestions for a program.

Meetings also are good, but again the audience is limited. We must keep the meeting moving and make it snappy! P.T.A. units often kill themselves off with reports of detailed 7 cent expenditures.

Handbooks issued by a school system are most effective, but they need to be issued in small, well directed doses. Handbooks for parents covering various grade levels promote home-school teamwork in education. A manual of operations or administrative handbook provides answers to many detailed operational questions for personnel and makes for improved internal relations. Report card stuffers and brochures to welcome new residents to the school system also can be effective.

Radio programming should be brief, light and not too detailed. Composite programs, such as NBC's Monitor, make entry into radio much easier for school systems. Shows of the more open type make possible more interpretive "short takes," and tape-recorded segments of most any length can help to reach specific

audiences on radio. Of course, radio is of invaluable help in dealing with those emergency situations that arise in school systems.

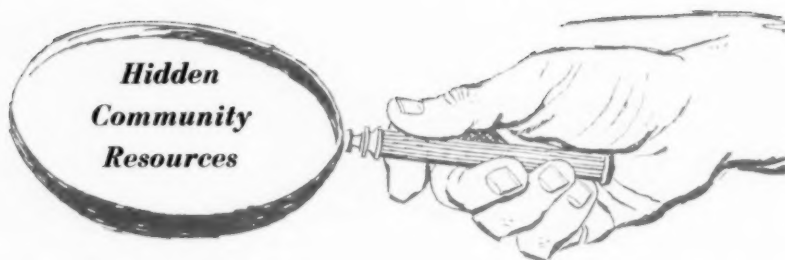
Television has been a most effective public information medium. Specifically, we use it to show what's taught, why it's taught, and how. Time for a "Television Classroom" series and other one-shot programs has been donated by two local stations. This has permitted us to take the classroom right into the home and, through the help of motion, sight and sound, better understanding has developed.

The biggest bargain available to a school system today in the field of school public relations is the newly expanded N.E.A. Division of Press and Radio Relations. Its broad program of interpreting education nationally doesn't relieve us of our share in the job at the local level. Telling the school story takes not only N.E.A. efforts nationally and the efforts of the state associations, but also ours at the local level.

We must remember that the public—the customer—always has in mind the question, "What will this do for me?" If we are trying to sell improved education and better schools, we must play down the cost and play up services.

Let us tell the parents what their children, and the parents too, will gain from improved educational opportunities. When talking about salaries for teachers, for example, let us not emphasize the fact that the teachers need more money. Instead, we must point out that the pupils need the better and more adequately paid teachers that higher salaries will attract. We must learn to couch everything we say in terms of the needs and desires of the public, and we must avoid pedagogy.

Too, we must avoid arguments and avoid being on the defensive. We must talk to the taxpayer in language he can understand, keeping explanations of budget and other financial matters in simple language. *Above all, we must never underestimate a citizen's knowledge and never overestimate his understanding of education.*



By Lois Kardell, Bayless

MUCH is written about community resources and we speak of their use often, but sometimes one wonders if many of the resources of a community are really tapped. Many school children visit such places as the fire department, the library, the courthouse, the dairies and the bakeries. But what about the community resources hidden in many people's homes—hobbies, personal stories and treasures saved from the past? Our school tapped these unseen resources with a Community Resource Week.

The first step in our Community Resource Week was sending a letter to every parent in the elementary school. In our letter we explained the project and asked if they had anything interesting they might wish to share with the students. The number of answers was gratifying. All classrooms had parents who volunteered. A reply was sent to these parents and definite appointments were made for the parents to visit our school.

A fifth grader's mother brought a flag which had been carried in the Civil War. She told of her great grandfather who had moved from Virginia to the woods of Ohio. She told of the family's hardships and

later how he joined the Northern army during the Civil War. The flag was the very one which he had grasped and continued to carry when the flag carrier was dropped by a bullet. The bullet holes in the hand-made flag of 36 stars and also the soldier's discharge papers signed by Abraham Lincoln carried a human interest story those fifth graders will always remember.

Another mother brought a newspaper dated Thursday, April 15, 1865, describing Lincoln's assassination. The yellowed paper of such different print held fascination for each child. Such a newspaper is usually found only in museums—but this one was a community resource.

The third unusual treasure we found was a collection of Indian relics which a grandfather brought to our school. Although we are located in South St. Louis County he brought his collection all the way from near Kansas City. He has a collection which has received wide publicity throughout many states. He had always hoped he could share this with his grandchildren's school! The local newspaper carried an interesting story and picture of the exhibit.

There were pictures, displays and

stories of life in the Philippines, Italy and Trinidad. There were mailmen, newspapermen, a real train engineer, a dentist, textile weaver, cartographer and other occupations and professions. Some classes were given special invitations to visit a parent's place of business.

One boy's father took the entire class through a bank after explaining certain rules governing such visits. One class visited one of St. Louis' largest hotels. The hotel is almost a city in itself. And one first grade will always remember the visit to a candy factory where hand-dipped chocolates are still made.

One community resource was an 85-year-old woman, who had traveled across Kansas in a covered wagon with her parents and a sister. The children were told of her experiences of watching her father build the wagon, assemble the supplies and later the family's experiences of crossing the plains and meeting a buffalo herd. The children wrote the story in their own words.

As a recognition of the abundance of information and pleasure given our school, the classes developed summaries of what each visitor had taught them. Even after editing and re-editing, there were still six pages which were stenciled and sent to every family in the elementary school. The children enjoyed it and both the faculty and the parents felt the thrill of true sharing.

S. W. PRINCIPALS TO MEET MARCH 7

Springfield Elementary Principals will be hosts for the spring meeting of the Southwest Missouri District Elementary Principals' Association on Monday night, March 7, at the Delaware School in Springfield.

Dinner will be served at 6:45. After a short business meeting presided over by Mrs. Eunice Thomas, President of the Southwest District Elementary Principals' Assn. and principal at Cassville. An address will be given by Mrs. Billy Leon Shumate, Asst. Professor of Education, Kansas State College, Emporia, Kansas.

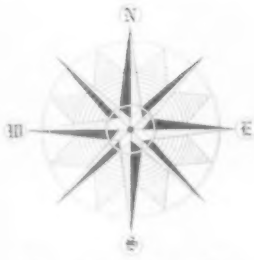
Miss Mildred Hinckley, principal at Delaware School in Springfield, is chairman of the committee in charge of arrangements for the meeting. Other members of the committee are: Mrs. Bea Bolin, Mrs. Joyce Cox, Mrs. Gladise Hallam, Mrs. Ethel Smith, Virginia Renshaw, and C. W. Swan.



An 85-year-old Pioneer woman shared some of her early day experiences on a covered wagon trip across Kansas with fourth graders at Bayless School in St. Louis County as a part of the school's Community Resource Week.

By Grace Nelson Lacy
Bel-Nor School, Normandy

Winging Away to WIDER HORIZONS



Mrs. Wong Lee keeps house in the street. Grim as her life may seem to you, she, like thousands of other refugees from Red China, is happy to be in Hong Kong. Her children sleep on the sidewalk, but they smile for now they have hope.

Little Krishna goes to school in a tent. He studies hard and is grateful to be able to attend even a tent school in Delhi.

The fragrance of incense, sandalwood and jasmin wafts from the exotic Jain temple in India. The priest adjusts a mask which covers nose and mouth lest he inadvertently kill an insect—a sin for Jains, who respect all living things.

Cows wander down the middle of the street in Calcutta. Traffic accommodately flows around them.

"This is how you drape a Sari," explains beautiful dark-eyed Sonali, as she winds the sumptuous gold-shot silk about her slim young form.

"The camels are coming. Hurrah! Hurrah!" shouts Fuad as he grins up at you, while guiding your gaily betasseled dromedary toward the pyramids. You sway back and forth and gaze out over the white desert at Gizeh.

Mitsui carefully wipes the bowl,



Mrs. Grace Nelson Lacy, a Normandy teacher, strikes a happy pose at one point in her 70-day world tour, awarded her by the "Bold Journey Teachers Awards Program Committee."

spoons in the tea, whips it briskly to a pale green froth. Bowing low, she kneels and presents it to you. You must bow in turn and accept, turning the bowl about three times to admire the beauty of its design. Then you sip, as you pay gracious compliments to the hostess. This is the formal Japanese tea ceremony.

These are just a few of the myriad of colorful and exciting experiences which were mine this summer.

I've always been absolutely "gung ho" for faraway places with strange sounding names and have managed to cover quite a bit of ground in my day, but it wasn't till my ship really came in, in the form of the Bold Journey top national award, that I experienced the ultimate in travel adventure.

Imagine how my itching foot danced with joy last March when a voice from a New York "ad" agency informed me: "You have just been awarded a National Education Association trip around the world!" Well, I managed to climb down from Cloud 9 soon enough to fly to Washington in April to receive the award at the N.E.A. Travel Fair, finish up my teaching year, get the necessary shots, pack my bag and be off.

Arriving in San Francisco, I met the other members of Round-the-World-Tour RW 1, and leader George Mulder, a professor of music at Western Illinois University. Suddenly, doubts assailed me. "Would I like these people? Would they wear well? Would it all be just too, too educational with no fun at all?" Things started off briskly at the orientation session with interesting talks and movies on India and its religions. Next morning, we were off to the paradise of the Pacific, Hawaii.

Our director immediately proved

to be a whiz at organization and tours to spots of interest, dinners, visits to schools, conferences with local teachers, concerts, theatres, dance programs. Still there was time for sun and surf at Waikiki.

Group Travel Helpful

Personalities began to emerge in the group. A kind of "camaraderie" sprang into being. When we arrived in the Orient and travel became more difficult because of different customs, unfamiliar manners and the language barrier, the advantages of group travel became even more apparent to me. Even armed with the best guide book, the inexperienced traveler in a foreign land is bound to flounder and waste valuable hours finding places, trying to make himself understood. Our director, wise in the ways of the lands, guided us efficiently through customs, cared for our baggage, instructed us in what to expect and how to behave, making every travel minute worthwhile. He eliminated the frustrations which so often cast a dampening pall over foreign travel. Since the most rewarding aspect of travel is learning how other people live, work, think and feel, another advantage was the invaluable contacts he provided enabling us to quickly get the point of view of the people of the country.

Reading and studying about foreign lands and people is an interesting and worthwhile step toward fitting oneself to live intelligently. But to gain *real* appreciation for other cultures, and insight into the necessary prerequisites for functioning citizenship in a world community, nothing can replace on-the-spot observations.

Of course, world travel isn't exactly relaxing. You meet all kinds of new people with ideas and cus-

toms different than your own. You'll talk about Franco with the man next you at the bullfight; or about Herter and McMillan while strolling with an Englishman in Paccadilly Circus; or you'll discuss Nehru and Krishna Menon and the communists in Kerala with a handsome Sikh in New Delhi.

If you stay home, you know how everybody stands on things. It's very comfortable, no surprises or shocks. It's not like going to Japan or India or Egypt, where you'll find that what you thought was a majority opinion is actually only a very small minority compared to the millions of Asians who may think otherwise. You'll find that if you are white, you are one of a minority in a world populated by a variety of colored people who might ask some embarrassing questions about Little Rock.

You might also break away from the old steak and French fries routine for some delightful surprises like Japanese Sukijaki (the cows are fed beer and massaged by hand to make the beef succulent and tender). Try Indian curry with pineapple and coconut on the side; jackfruit; delicious mangoes, grape leaves soaked in Greek wine and stuffed with rice. Try onzo, the licorice-like aperitif, to mention just a few gastronomical experiences awaiting you.

It's a long, rough walk up to the ruins at Mycenae or Tyrrins or the Acropolis. Miles of museums, cathedrals, and palaces will tire the "tootsies," but they'll reward you with visions of beauty and a sense of history you can get in no other way.

You'll open your eyes and widen your horizons. You'll lose your insularity and find out that the way "WE" do things isn't always necessarily the only or even the best way and that other cultures have much to offer us if we are willing to learn.

Could Learn From Others

The politeness of Japanese and Filipino school children suggest that possibly we could learn something of child-training from them. The affection and charm of Indian home

life may indicate that something might be done about our increasing divorce rates. The enthusiasm of most foreign students for hard work and high scholastic standards might well be transferred to some of our own boys and girls. The cheerful way the British have faced danger and privation and made a comeback can give us hope in solving some of our own difficult problems. The way that Switzerland has bound together various racial strains, language, religions and cultures into a single peaceful prosperous nation where men successfully subordinate individual differences to national unity may indicate that different countries of the world could do the same to create a peaceful world community.

These are only a few examples. You'll find thousands of points of view, customs, and outlooks different from your own which offer a fertile field for picking up pointers toward a richer, fuller, more rewarding way of life.

You'll realize that your concern for your world neighbors must of necessity be more than simple humanitarianism for their fate is inextricably tied up with your own for we live now in mutual interdependency. You'll realize that our concern must be backed by action. You'll see that if we believe in our democratic ideology, we must pragmatically be the instruments of its perpetuation.

Cold War Crisis

You'll come to see that unless we can manage to show that democracy, too, has much to offer them, we stand to lose the Cold War in Asia, Africa and maybe even South America.

You'll find that we cannot withdraw from the world community. If the free world is to save Asia from becoming completely communistic, we must aid India to show the world that a democratic solution is possible for its problems. India is very poor and needs a great deal of

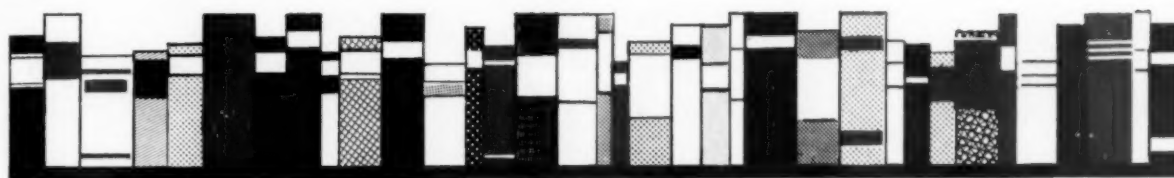
foreign aid to get to the self-sustaining point. But the educated Indian is basically democratic in his thinking and is trying desperately to develop sectors of the economy vital to future development. India has an educated class capable of carrying out a successful program of development if it has outside material help. Unless it gets this help, it will surely fail and Russia stands by watching and waiting.

You'll conclude that if we of the United States are ever to solve our world problems, education must be geared for life in a world community, teachers must themselves gain a world point of view and that there is no better way of doing it than through foreign travel with eyes, mind and heart wide open.

Teachers are ideally prepared to be cultural ambassadors to other lands. They can do a better job of interpreting and assimilating other cultures and in making friends for democracy, than the often uninformed super-Babbitts who unwittingly incur ill will. They can be extra-important envoys spreading the message of friendship and democracy and freedom throughout the world.

Of course, they won't be as rested or as comfortable as if they sat in the backyard hammock or spent the summer at old Lake Comatose in the Sleepy Mountains, but they'll be alive, thrilled, functioning and growing, and they'll be making friends for themselves, for their country, for democracy. They'll be helping to build one world.

Why not make plans now for a series of stimulating experiences which will send you back to the classroom a better teacher, one who through enlarging her own horizons becomes a more vital and challenging instructor; one who helps her students to grow, who opens a window on the world for them, who unfolds before them the varied richness of many cultures, who truly prepares them to take their proper place in a world community, a community which through better understandings eventually will come to amicable settlement of differences.



From Ashes to Library

By C. H. Jones, Jr. Superintendent of Schools
Nevada

FIRE destroyed the Nevada Junior-Senior High School the night of November 29, 1956. Included in the loss was a well-equipped library offering complete service to 910 students.

Emergency space was soon secured for classrooms, but it was not practical to give the library serious consideration while classes were being conducted in a church, two store buildings, a basement room and an American Legion drill hall.

The scene began to shift to planning a new building. Ideas and space requirements for departments were carefully recorded and the Board of Education traveled far to see new features in other high schools.

Architects then began the task of translating the educational plan into a plan for construction. There were 14 revision sessions and seven months after the fire, a final plan was approved, bids received and a contract let.

The heart of the instructional program was to be the library. The philosophy that a library must not be combined with a study hall was the prevailing idea.

Cove Lighting Used

Cove lighting marked the reading-work area. Two small glassed rooms were provided for groups of students to work together under the supervision of the librarian.

An added feature was the adjacent classroom, accessible from the library, to be reserved by teachers on a day-to-day basis to permit project research on a class basis without leaving an entire class for the librarian to supervise.

The library area was ready for use

July 1, 1959, but the school district had been unable to secure a qualified librarian. The previous librarian had found other employment.

The superintendent attended the annual meeting of the American Library Association in San Francisco in 1958. While there, A.L.A. officials provided helpful suggestions and ideas for the new library. The most helpful service available was the A.L.A. basic list of books for a high school library.

The project was delayed until the summer of 1959 while waiting for a qualified librarian to come along. Letters had been sent to all placement bureaus in four states, but no acceptable applications had been received. Librarians seemed to be unavailable.

Determined to go ahead without a trained librarian, if necessary, we took the A.L.A. basic list to A. C. McClurg & Co. of Chicago. If we had attempted to order from individual publishers, the clerical work would have been staggering. McClurg & Co. offered a substantial discount off the publisher's list price. The basic list was provided at a 34 per cent discount.

Classifying—A Problem

This still left the problem of classification and cataloging. Arrangements were made with McClurg & Co. to send each book to the Alanar Processing Corporation, Newark, New Jersey, which was to classify, catalog, provide plastic jackets and forward the book to the library ready for shelving. The cost of this service averaged \$1.25 per book.

The same week we hired a qualified librarian who was impressed

with the plan of action and although better salaries had been offered, she chose Nevada.

On September 15, 1959, the library opened for business. It was opened daily and two evenings each week. The volumes passed the thousand mark October 15 and the goal is to have 2,000 volumes of carefully selected books cataloged and in use by the third anniversary of the fire.

Micro-Film File

An important library service offered to students in their creative research is a micro-film magazine file along with a modern reader unit. Students are being encouraged to get the habit of using this reference as an aid to college preparation.

Free typewriters are set up in a library room for student use.

A group study area is available for groups such as debate teams and class committees working on a common problem.

Current newspapers and periodicals are available. Included are local papers, the Christian Science Monitor, the Wall Street Journal and Barrons.

Excellent service was obtained from Gaylord Brothers Library Supplies. Their consulting service proved very helpful and the final order for supplies was handled by telephone.

It was found that we were able to use the A.L.A. and these firms already mentioned, to great advantage in savings in time, money and personnel. I estimate that we have saved at least a year in time in getting the library unit to its present level of achievement.

The student with creative ability is now being provided with a vital tool—a creative high school library.

The Lost Art of Studying

By Dr. Loren Reid*

OVER the years evidence has accumulated that studying is a mislaid, or a forgotten, or even, perhaps, a lost art. Any one who wishes to improve the capacity of his pupils to learn, or to enhance his own effectiveness as a teacher, should ever seek better ways of studying.

Administrators and professors say: "Many graduates of public high schools do not do well in our institutions." They argue that youngsters have lost the art of studying. They even imply that they never learned the art of studying. They point to courses on the high school transcript like social adjustment and add, "No wonder they do poorly, with a background like this."

The criticism is heard so frequently that it cannot be ignored. High school graduates with poorly-developed study habits do land on college campuses. Here is a state university currently offering instruction to ten thousand students. Next year it may be eleven thousand, and in ten years twenty thousand. As the supply of teachers is not increasing so rapidly, classes are bound to become larger. It will be difficult to instruct each young man and each young woman well. Many students will get lost. Those who get lost first will be those who have not fully acquired the art of study. Any teacher who looks ahead quickly sees he will have an increasing responsibility to discuss methods of studying.

A teacher, therefore, who has students on the way to still higher education, should take the trouble to teach his charges how to study his course. He should demonstrate to

them methods of reading understandingly, note taking, review, writing examinations. He will naturally concern himself with the thoroughness with which his students master course content. When they are given their first assignment in college, they should be able to see that they are doing as well as others in the room.

What of those students we call *teachers, instructors, professors*? Some do well, some poorly, at the job of continuing their studying. Some keep up with the field, some fall behind.

It might be helpful to review for your students aspects of good studentship to be improved in the classroom.

1. *Taking notes.* Do you take notes in classes? Do you have a good, substantial notebook for that purpose? Do you work hard at taking notes—i.e. do you try to get as much of value as you can? Do you trust little to memory? Do you set things down accurately? If you miss a point, do you ask a question? Do you watch the spelling of names or technical terms?

2. *Seating.* Given a choice, do you pick a good seat where you can see and hear easily?

3. *Attendance.* Do you cut classes? seek duties that get you excused from class? arrive late?

4. *Participation.* Do you chatter with other students during a lecture? or do you converse with yourself, through revery or doodling? Do you take part in discussion? Do you try to avoid being called on? Are you nervous and fearful when the teacher begins to call on individuals? Does your fear discourage you from volunteering information you well know?

5. *Attitude.* Do you give every teacher a fair chance to present his material? Or do you handicap yourself by prejudices or preconceptions about him and his topic?

A single deficiency in these items could handicap seriously a student's effectiveness. Recall, for example, the student who does not have a notebook, or who keeps forgetting it; he continually borrows sheets and scraps of paper from his associates. To believe that he faithfully preserves and files these scraps places unbearable strain on the teacher's imagination. Recall also the student whose notes are sketchy; as the teacher utters his deathless wisdom the student is apparently saying to himself, "Yes, I'll remember this." That places unbearable strain on the student's memory.

Certain essentials of home study can be illuminated at an opportune moment.

1. *Environment.* Treatises on methods of studying often contain pictures of a student trying to prepare his lesson in a room that has pin-ups on the wall, distracting objects on the desk, and a radio in the corner. Securing a proper environment for study does not mean simply to remove the pin-ups, take the fishing lures off the desk, or turn off the radio. A study should be a room, or a corner of a room, that says, loudly and clearly, "When I sit in this chair, I study." At hand are a dictionary, a thesaurus, a *World's Almanac*, a *Table of Square and Cube Roots*, or whatever reference works the student has; pencils, pens, ink, paper, and other items; drawers or boxes in which to corral notes, assignments, themes in progress, and the like. If you do not have a room of your own, then you need to make use of a library; you will then have to carry more things continually with you, in a brief or attache case, so that you can efficiently do the sort of study that you need to do.

A part of the environment is that students should associate with others who are studying. The atmosphere

*Dr. Loren Reid is professor of speech and dramatic art at the University of Missouri. He was executive secretary of the Speech Association of America from 1945 to 1951 and President in 1957. The substance of this article is taken from chapter 19 of "Teaching Speech," January, 1960, Artercraft Press, Columbia, Mo. This is the third edition of this book.

of a study should suggest reflection. It is easier to keep at your required reading if others around you are busy with theirs. It is easier to keep at your home work in your study at home if your friends are also lashed in for the night, doing their home work in their homes. Why is it that the college student, who at vacation takes many books home with him, gets little accomplished? Because the members of his family are doing everything but studying; because home no longer seems to be a place for home work; because other college students, home on vacation, have abandoned and forsaken assignments. It therefore becomes easier to do laundry, repair clothes, read newspapers, watch TV, plan parties. The home environment is now a non-study environment. Back at school, the student finds it easier to do the assignments that seemed impossible to get to at home.

Teachers, too, need a study environment. A single teacher may or may not be able to use the room where he is staying. A married teacher with a home and family may or may not have a study detached from children and home duties. The teacher's office may be subject to too many interruptions. Teachers who do serious study often need to seek a library carrel or other retreat. Some teachers can do their heavy studying, their sustained work, only during summer months when they can forsake the campus altogether.

2. *Time.* Just as one requires a place to study, so also does one need a time. No better way has ever been devised for finding time for study than the schedule. Make a plan for a day, or a week. Compile a list of things to do. Unless a person gives himself instructions in the morning to do certain things during the day, says one educator, he is likely to lose the day. If one has a class at eight o'clock on Monday, and another at ten, he should regularly schedule a specific task of studying for the intervening hour at nine. Schedules should be freely abandoned, temporarily, for cause, but by and large they help us chart our scholarly lives. "During spring vacation I will pos-

itively do this paper, or term report." That is the directive one gives oneself, in advance. If, later, someone comes forward with a proposal to go fishing, one can then say, "No, I've already planned to write a paper." So, work out a schedule for yourself.

3. *Motivation.* A schedule provides you with a motivation to study at a specific time. A scholar must also find other ways of motivating himself to study when he is not under the pressure of a deadline. Nearly everybody can study a required assignment thirty minutes or an hour before the class meets. Nearly anybody can buckle down to the writing of a term paper the night before it is due—can stay up all night if necessary. Nearly everybody is capable of long, persistent, organized study in preparation for final examinations. But what about the quiet hours and the quiet days before the deadline makes itself felt? Where then are habits of study?

A professor of my acquaintance, who at times finds himself too fatigued to study in the evening, motivates himself in this way: "Although I am weary, I will tackle this project and give fifteen minutes to it. If at the end of that time I am still fatigued, I will abandon it." So he forces himself to give the venture a fifteen-minute trial; and then, more often than not, he finds he has stimulated his alertness, and he may stay at his desk until midnight.

4. *Compulsion.* Compulsion is a ten-letter word that we should respect more than we do. We have discussed methods in the preceding paragraphs whereby one can motivate himself to do more than he otherwise might. Compulsion is motivation with its belt tightened. *Option* becomes *necessity*; *should* turns to *must*.

A high school student may say to himself, "I do not have to take this fourth year of English, but I will make myself take it because I need it." He knows that once he enrolls in the course, the compulsive forces of the classroom will keep him at his objective. A college student will say, "I do not need to take this additional

course in public speaking, but I will make myself take it because I need it." Again, the compulsive forces of the classroom will lead him to forego his momentary worries about stage fright, anxiety, and apprehension. Another student may say, "It is hard for me to get up in the morning, so I will enroll in this eight o'clock section, which will make me get up and get the day started."

A teacher may, similarly, decide to undertake or to resume graduate study. The achievement of graduate degrees is expensive, time-consuming, and self-disciplining. Once, however, the teacher makes the decision and enrolls, the compulsive forces of the school will keep him at his labors.

Opportunities confront all of us to put ourselves under the discipline of this ten-letter word. Compulsion may be almost as important to the scholar as motivation.

Literature on the art of studying is extensive. These suggestions are partly concerned with the importance of showing the student how to motivate himself for study, how to select and read books effectively, and how to remember what is read. We can expose students to continental masses of material through lectures, demonstrations, class discussions, assignments. If we can take the second step, and get the student to think for himself, and explore for himself, we can tap a lusher source of intellectual activity. Though he may forget the facts to which we exposed him, he can develop a habit of study to serve him all his life. The art of teaching will take a student a long way, but the art of studying will take him farther. The art of studying will take the teacher a long way, too. As an eminent physicist explained, he had to learn his subject three times because new discoveries made obsolete his old information. Yet, whereas, it took him twelve years to earn his first Ph.D., the second time he mastered his completely new subject in five, and the third time in two. "I am," he said, "an educated man, because I have learned how to study."

Is your pupil vulnerable to

Delinquent Behavior?

By William C. Kvaraceus

Formerly Director, NEA Juvenile

Delinquency Project

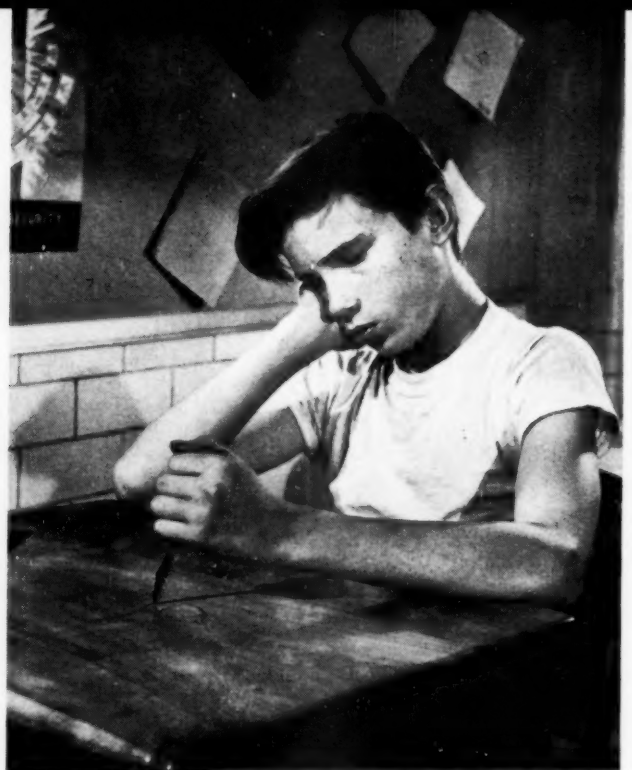


Photo from "Mike Makes His Mark"

IN recent years five major research studies have attempted to uncover how delinquent children differ from non-delinquents. These studies were made in such far distant places as Boston and Los Angeles, Detroit, and Passaic, New Jersey. Yet they report much the same story.

When differences in personal make-up, home and family background and school adjustments are noted, they generally show the delinquent as different from the non-delinquent as follows:

1. *Home discipline:* Discipline in his home is erratic and runs to either extreme; the delinquent is frequently and severely punished or he is over indulged and spoiled.

2. *Emotional conflict in home:* The delinquent's family life consists of one battle after another in which parents and children find themselves in opposing camps. Emotional warfare splinters the family with distrust, fear and even hate.

3. *Lack of success in out-of-school ventures:* The delinquent is not "very good at anything" as he attempts to compete or hold his own with his play or work group. His delinquent acts usually represent an effort at being good at something—

even if it is only in stealing, window breaking or truancy.

4. *Dislike for school:* This is no Pinocchio preference for Pleasure Island. This is a white-heat hate for school and for persons connected with it.

5. *Disinterest in school work:* The delinquent child is the teacher's worst motivational problem. Try as hard as she will, the classroom teacher seldom succeeds in raising even a spark of interest in school activities.

6. *School failure:* His report card shows him to be in a state of perpetual bankruptcy. His lack of interest and his intent to leave school early frequently can be traced to his singular lack of success in the academic program of the school. As might be expected, he frequently is held back and is over-age for his grade.

7. *Early school leaving:* The delinquent intends to leave school as soon as the law will allow. Usually he has no educational or vocational plans for the future.

8. *Truancy:* In view of the negative school picture the delinquent tries to solve his school problems by running a way. Frequently the truancy represents an emotional re-

cess period from the jibes and insults of the classroom.

9. *Lack of participation in extra-curricular activities:* The delinquent seldom takes part in the organized and supervised youth activities that are available in school or community. He is not the type to submit to rules and regulations.

10. *Aggressive attack:* In coming to grips with his problems of daily living, the delinquent always reacts in an overly aggressive manner. He is always taking it out on property and persons. He acts out his problems and expresses his feelings in an overt aggressive manner.

Since these ten "signs" represent the most distinguishing characteristics which mark the delinquent apart from the law-abiding youngsters, the researcher warns us: "If a pupil in your classes shows a saturation of these signs, watch out! He may now be predisposed, susceptible or exposed to the development of delinquent modes of adjustment."

Children showing a number of these tell-tale signals deserve a second look and a helping hand. Early detection with some follow-up and treatment can spell the difference between delinquency or decency.

Lean On The Learned Ones

By Robert D. Scott, — Director of Elementary Education, — Caruthersville

"Anytime I get a chance to steal ideas from others, I do so," a teacher once told me. Maybe we should say borrow, but whatever you call it, where would you get information, if not from others? I'm sure they, too, have profited from their predecessors.

The best way ideas can be bettered is for others to use them over and over and at the same time the flaws will be wrung out. I do not mean to leave an impression that new ideas are to be flung aside. We need to think, talk, contemplate, acquire and possess. Somebody rightly has defined man as an educable animal since he cannot become man unless he is educated. "Men who 'know all about it' can never learn anything; while those who are most *learned* are always students."

What is a learned person? The dictionary states: *having, showing, or requiring much knowledge*. We often say, "That is impossible to accomplish." Is it? Have you tried it? Take the idea but alter it to fit your needs. On occasions we do try new things but should use judgment as to how to handle the situation.

Once there was a sorcerer's apprentice who uttered a magic formula, starting a flow of water through the shop. But he could not hit upon a formula for stopping the flow. His fate was a sad one—compounded of mops and buckets and despair: I am reminded of this fellow when I see educators who have not taken others' advice, and then are overflowed with their own untried, unrealistic ideas.

Visiting other teachers in and out of your school and community is an excellent basis for learning. Day after day teachers who work together in the same school face similar problems, and during the course of a year, work out many sound solutions. Of course, the question is continually arising, "How can teach-

ers best share their professional experiences with colleagues?" This can and has been done through faculty meetings, curriculum discussions, inservice training programs, bulletins, etc. Observing the classrooms is the best way. Through first hand experience we can see just exactly how the learned person handles the experience you are eager to learn more about.

"To teach is to learn twice," and the well-educated teacher is not the one who has mastered the jargon of pedagogy, but the one who is himself so constantly in quest of knowledge and intellectual power that learning in him begets learning in his students.

Is it hard to learn? This is a question that can be answered in many ways. I believe it all boils down to just exactly how earnestly you want to learn.

On some occasions we learn more slowly. Man learns slowly at times, yes. Sometimes it seems that he does not learn at all. Six centuries ago Marco Polo brought back to Europe, among other proofs of wisdom and the experience of the Chinese, this quotation from an ancient Chinese sage: "In olden times the emperors of China began to issue paper money. One of the ministers got a great revenue by this scheme. But it soon came about that for ten thousand bills you could scarcely buy a bowl of rice. The people were in misery and the government was ruined." How many rulers of the nations have not yet learned the lesson that this old Chinese knew several hundreds of years ago?

Another general definition of learning is, "a function of the whole brain that involves change in behavior and results from experiences—real and vicarious." We learn by attempting what challenges us. If we put forth an effort to reach out to educate ourselves better through

observing others as well as through our own experiences, then these challenges will come forth in a more dubious amount.

On many occasions we are prone to settle back and drift. Why? Because we are exactly like the children. We need to be pushed at times, but, of course, there isn't anyone there to push. These people we call the learned ones, how did they become so? By either being pushed or pushing themselves. In this day of probing into outer space, testing different machines as well as the advancing age in medicine, we need, we must, and we shall better our technique in preparing our children for the future. Probe—keep probing—watch for the new ideas, observe, keep observing others, then experiment.

We should do much more to make sure that learning is not narrowed and impoverished by adherence to "lesson learning" or by unenlightened conceptions of education and child development. We should know that early learnings contribute much more to developing personalities when they tap pertinent experiences and use today's wealth of visual and literary materials to challenge potentialities and raise aspirations.

Yes, to *lean* is to *learn* and to keep pace with this surging generation we must learn. It took us hundreds of years to discover how to use printed material in education. We must find out how to use many other tools and devices to help us provide better education for more people. This is why we must find ways to increase the efficiency of education. Each effort adds a little to our knowledge and for this reason each demonstration or experiment is important. This goes back to my statement on borrowing, experimenting, then altering. Disputes and disagreements over the results of any effort add to our knowledge.

Southeast Missouri Teachers Association, Cape Girardeau

March 17-18, 1960

OFFICERS

Warren M. Black, Herculaneum, President
John Lawrence, Bloomfield, First Vice-President
Claude Stone, Doniphan, Second Vice-President
L. H. Strunk, Cape Girardeau, Secretary-Treasurer



Warren Black



L. H. Strunk

Executive Committee

Forrest H. Rose, Cape Girardeau
George R. Loughead, Poplar Bluff
James C. Culwell, DeSoto

FIRST GENERAL SESSION

Thursday Morning, March 17, 9:30 a. m.

Houck Physical Education Building
Warren M. Black, President, Presiding
Star Spangled Banner, led by Miss Dorothy Dickson, State College
Presentation of the Colors
Invocation, W. T. Holland, First Baptist Church, Cape Girardeau
Words of Welcome, Dr. Mark Scully, President, Southeast Missouri State College
Honoring persons of the district who have rendered meritorious service to education
Special Music, Mixed Chorus, Sikeston High School
"Human Relations Begin With You", Dr. Sylvia A. Sorkin, Business Consultant, Economist, Author and Lecturer.

DIVISIONAL MEETINGS

Division of Elementary Teachers

Thursday Afternoon, March 17, 2:00 p. m.

Houck Physical Education Building
John Lawrence, First Vice-President, Presiding
Special Music, Southeast Missouri State College Brass Ensemble—A. Wesley Tower, Director
"Today's Children In Today's World", Miss Esther Middlewood, Chief, Education Section, State Department of Mental Health, Lansing, Michigan.

Division of Secondary Teachers

Thursday Afternoon, March 17, 2:00 p. m.

College Auditorium
Claude Stone, Second Vice-President, Presiding

MISSOURI BOOKMEN ELECT NEW OFFICERS

Patrick A. Blakeney, Sr., St. Louis, was elected president of the Missouri Textbook Men's Association at its annual luncheon meeting Jan. 14 at the Daniel Boone Hotel in Columbia.

Other officers chosen are first vice-president, James F. Gilbert, Warrensburg; second vice-president, Norman Crouch, Jefferson City; and secretary-treasurer, Robert Miller, Columbia.

W. J. Breuer, Springfield was elected to the executive committee for three years. Earl Boucher, University City, and Gordon King, St. Louis, are the other two executive committeemen.

WINSTON ANNOUNCES CORRECT ADDRESS

The address of the John C. Winston Company through a printer's error was published incorrectly on the roster of textbook publishing companies as printed recently by the Missouri Textbook Men's Association.

Eddie Miller, John C. Winston Company representative in Missouri, is quite anxious that the readers of this publication have the correct mailing address for his company, which is: John C. Winston Company, 5641 Northwest Highway, Chicago 46, Illinois.

Those who received the list of publishers mentioned above are urged to make the correction for the Winston Company as published in this list.

Special Music, Southeast Missouri State College Concert Choir—Doyle Dumas, Director
"Tomorrow's High School Today", Dr. David B. Austin, Professor of Education, Teachers College, Columbia University, New York City.

SECOND GENERAL SESSION

Thursday, March 17, 8:00 p. m.

Houck Physical Education Building
Warren M. Black, President, Presiding
Special Music, Southeast Missouri State College Symphony Orchestra—A. Wesley Tower, Director
Feature Attraction, a delightful evening with Chester H. Lauck, better known as "Lum" of the popular radio and movie team of "Lum and Abner".

THIRD GENERAL SESSION

Friday Morning, March 18, 9:30 a. m.

Houck Physical Education Building
Warren M. Black, President, Presiding
Special Music, Junior High School Chorus, Cape Girardeau—Golden Flentge, Director
Memorial Service
"Problems We Face", Everett Keith, Executive Secretary, Missouri State Teachers Association
Special Music, A Cappella Choir, Farmington High School
"The Teacher's Glory Road", Dr. Carl S. Winters, Oak Park, Ill.

DEPARTMENT MEETINGS

All department programs which are not luncheon meetings will meet at 2:00 p. m., Friday, March 18. Time and place will be announced in the official program.

RAYTOWN PASSES 14th SUCCESSIVE BOND ISSUE

The Raytown School District recently voted its 14th straight bond issue for school construction purposes. The issue was for \$500,000, which was the maximum the district could vote based on its present evaluation. At the same time the voters approved raising the levy from \$3.25 to \$4.25 per \$100 assessed valuation for the next year. Funds from the additional \$1 levy are also to be used for building fund purposes.

Just a year ago the Raytown District had its previous bond issue of \$600,000 approved. Each time the bonds have been approved by a majority well above the 2/3 majority required.

Secretary's Page



In Brief

The Committee on Teacher Education and Professional Standards and Ethics meets at the Central Missouri State College on April 24-26. Members of the Committee will have the opportunity to observe a program of teacher education in action.

If you are interested in sponsored teacher tours for next summer, let us forward you folders of materials describing various ones.

The Reading Circle Committee meets on March 5 to formulate plans for the coming year. New copyrights are being received and the new lists will be available by July 1. One of the best collections of elementary library books anywhere is here at the Teachers' Building. All are invited to make use of them.

Leaders in every school district should determine their needs now and five years from now. These needs should be effectively interpreted to all patrons and especially state senators and representatives. What does it mean in terms of a local levy?

A first step is the financing in full of the new foundation program formula when the General Assembly convenes. Available on request for your use is the amount of money it would have meant to your district this year and what it means in terms of a local levy. The local property tax becomes more and more regressive and cannot carry the load to meet future educational demands. Is it asking too much for a state of Missouri's ability to finance a program of state support already below the average for the country. Missouri tragically needs to increase teachers' salaries and this would make it possible.

The revised booklet "Facts About the Financial Needs of Missouri's Public Schools" will assist in interpreting over-all state needs. Copies are available on request.

Leaders of the Congress and the President talk freely of the necessity of increased federal support for education. Such has been the case many times. It is action not words that builds

needed school buildings and pays decent salaries.

Remember, if you want a health and accident policy or if you want to extend coverage, act now while your health is good and before age 60.

Leadership Conference

The tenth state-wide leadership conference for community associations, sponsored by the Missouri State Teachers Association and the National Education Association will again be held at the Bunker Hill Ranch Resort, the week of August 8-12, 1960.

Letters have gone to the presidents and secretaries of community associations inviting them to proceed with the selection of delegates. Each community association is entitled to one delegate. Meals and lodging for delegates will be provided. The delegates are to be officers or potential leaders in our community associations next year, individuals who are genuinely interested in building more effective professional organizations.

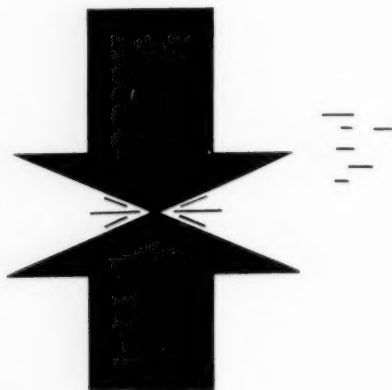
This conference recognizes the local associations as the foundation of our professional structure, offering the greatest opportunity for improving services, standards and welfare.

More and more they are becoming more active and effective. The results of past conferences are evident throughout the state.

Any community association will profit immensely by having a well chosen delegate in attendance. It is a vital part of the Association's program of professionalization.

With delegates in attendance from the district associations and the departments of the Association, this leadership conference is broadly representative of all the profession and affords an opportunity unequalled for its further unification.

The Missouri breakfast at the NEA meeting in Los Angeles has been scheduled for 7:30 A.M., Monday, June 27. The first meeting of the Missouri delegation will follow immediately. Missouri headquarters will be in the Biltmore Hotel. All Missourians in attendance are invited to spend as much time there as their schedules will permit.



I F I H A DM

WILLIAM J. WOODHAM, JR.

IF I had my way, the conflict between institutional groups would stop immediately and these same groups would work cooperatively toward producing teacher education programs which would more nearly meet the needs of teachers of elementary and secondary schools than do the programs of today.

Devices and procedures would be established to open up the lines of communication whereby the instructors of professional courses and the instructors in the other schools and departments of the teacher education institutions would have the opportunity for a free exchange of ideas and information, and would share in the planning of the institution's program for the education of teachers.

Much of the conflict which has been going on in recent years has been due to misunderstanding, misinformation, lack of information, and failure on the part of the institution to recognize that the preparation of teachers is an institution-wide responsibility.

If I had my way, the practitioners—classroom teachers, supervisors, administrators, state department personnel—would share with the faculties of institutions of higher learning in planning programs for the preparation of teachers.

Mr. Woodham is superintendent of Escambia County Schools, Pensacola, Florida; chairman of the Florida TEPS Commission; and a member of the National Commission on Teacher Education and Professional Standards. This paper is abstracted from an address presented before a section of the Fourteenth Annual National Conference of NEA's National Commission on Teacher Education and Professional Standards at the University of Kansas, Lawrence, June 23-26, 1959.

aration of teachers. In other aspects of education we frequently refer to this as the grass-roots approach. This approach seems equally applicable in planning programs to prepare young people for entrance into the teaching profession. The practitioners who are engaged daily in carrying out the educational processes in a wide variety of school situations can make many valuable practical suggestions for improving the programs in teacher education. Teacher education institutions would do well to utilize as much as possible the contributions which the practitioner can bring directly from the field.

Require More Funds

If I had my way, many opportunities would be provided for the college staff members in teacher education to have contact with the elementary and secondary schools. This would apply to arts and science as well as professional education professors. The type of opportunities suggested might be provided through an expanded program of field services. This would obviously require a substantial increase in the funds available to our teacher education institutions. It would also require close cooperation from the school systems in the area being served by the institution. In this program, college staff members would become available as consultants and resource people for the in-service education program carried on within the local school system.

If I had my way, every student enrolled in the program of teacher education would be taught by a

superb teacher. There are many excellent teachers on the staff of our teacher training institutions. That this is not always true, however, is borne out by the following statements. George B. Cutten, president emeritus of Colgate University, makes this comment:

A large number of persons on the faculties of our colleges and universities lack teaching ability and have no interest in the teaching function. Indeed, with the possible exception of the Sunday School, probably the poorest contemporary teaching is that to be found in our colleges . . .¹

John W. Dykstra, of Syracuse University, makes this observation on the subject:

Successful completion of the Ph.D. program may be assumed to be evidence of a significant degree of subject-matter mastery, as well as an ability to carry out an acceptable research project. There is no measurement at all of the extent to which the candidate possesses the ability to convey knowledge of and enthusiasm for his subject to young men and women with little or no background in the field, an aptitude which is vital to the successful performance of the usual professorial role.²

R. B. Dierenfield, assistant professor of education, Macalester College, also calls attention to this in the following statement:

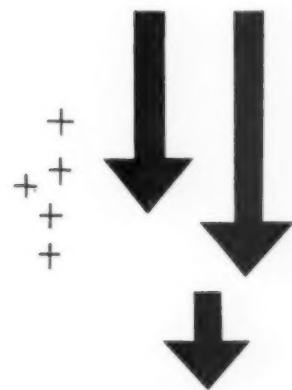
Let us be perfectly honest with

¹ George B. Cutten, "The College Professor as Teacher," *School and Society* 86: 372; October 25, 1958.

² John W. Dykstra, "The Ph.D. Fetish," *School and Society* 86: 238; May 24, 1958.

³ R. B. Dierenfield, "Let's Practice What We Teach," *The Journal of Teacher Education* 10: 210; June, 1959.

DM Y W A Y . . .



ourselves about our own methods of teaching. When we examine our instruction, most of us must face the sad fact that we do not do as well as we know. We pay too much lip service to the principles of learning and often forget that we probably teach more by example than by precept. There is enough truth in the old saying, "We teach as we were taught," to make us stop and think. To teach effectively, to change the thinking and behavior of prospective teachers toward instructional techniques, we must furnish not only the principles of teaching but an example of how to use them well.³

Good teaching is equally as important at the college level as it is at the elementary and secondary levels. It might be considered desirable on the part of the college administrators to review the selection procedures being presently employed to determine if equal consideration is being given to the probability of teaching success as to scholarship and research ability.

If I had my way, procedures and instruments would be developed which would make it possible to predict with a high degree of accuracy at the time of the completion of the pre-service teacher education program the probability of successful classroom performance. While there are many intangible and unpredictable variables involved in predicting teacher success, it seems reasonable to believe that an expanded, more comprehensive, and intensified program of research on this problem could produce insights and knowledge far superior to anything we now have.

If I had my way, salaries for teachers would be raised to a level comparable to that of other professions so that the economic factor as a deterrent for a student's selection of the teaching profession would be eliminated. Although one should never enter a profession for the sole purpose of making money, it is nevertheless an important factor to be considered by the individual. To attract and hold the most capable people for the teaching profession, the compensation which they should reasonably expect to receive must be such that it will provide a good livelihood for themselves and their families.

If I had my way, the admission to membership in the professional organization would become an honored and sought-after privilege, rather than an obligation as it now is in many instances. To gain this desired status, the professional organizations at all levels would establish high standards of admission and strict enforcement of their codes of ethics would be exercised. The incompetent, immoral, and unethical would be excluded from membership. This, I believe, would do much to attract capable young people into the profession.

If I had my way, the recruitment and selection of prospective teachers would be a continuous process, beginning in the elementary school and extending to the graduate-school level. High standards of scholarship and other personal qualities would be used as a basis for selection. Individual and group guidance and counseling programs for the prospective teacher at all levels should be

greatly improved both in quality and quantity.

More Requirements

If I had my way, teacher education would provide competence in at least four areas, namely (1) a broad, general education including a knowledge and understanding of the purposes and functions of education in American society; (2) an understanding of the broad professional problems; (3) a depth of knowledge in a subject-matter area sufficient to give the person a feeling of security in dealing with the subject; and (4) a knowledge of, and the ability to apply, the skills, techniques, and tools of the profession. The four areas suggested would be evident in the program throughout the undergraduate and graduate years.

If I had my way, there would be at least three classifications of teachers: (1) *Teacher*—This would require five years of preparation, including one full year of internship and instruction in theory and methods. The completion of this program would entitle the student to full certification as a teacher; (2) *Career Teacher*—Requirements for this level would include the program completed for full certification, plus an additional year of study in the subject-matter area and in research; (3) *Professional Teacher*—The status of the professional teacher would require seven years of preparation, with at least two years of teaching experience at the career-teacher level. The seventh year of preparation would be devoted to a concentrated program for a highly specialized area in education, such as school psychologist or curriculum

consultant.

If I had my way, the period of preservice preparation would be five years. A general education background would be provided, along with the broad professional knowledge, such as the history and philosophy of education and the general principles of the psychology of learning. The opportunity for students to observe and participate in teaching situations would be provided, beginning as early as the freshman year. The fifth year of the program would be devoted to an internship and the acquisition of the special knowledge and skills commonly included in the courses on methods and theory. The student intern would be paid a salary by the cooperating school system and would devote approximately half of his time in the school and the other half on the college campus. At the conclusion of the year of internship, the student would be fully certified as a teacher.

If I had my way, certification by the state would be general. A person would be licensed to teach upon completion of the five-year program. At the career-teacher level, certification would become permanent after three years of successful teaching in this status. Certification for the professional teacher would become permanent after three years of service. Certification by the state department of education would not include certification in areas of specialization. The authorization practiced in a particular area of specialization would be determined by the standards established by the organized teaching profession.

RECORD NEA ENROLLMENT SET BY MISSOURI

Missouri has set a record enrollment in the NEA for the 1959-1960 school year.

More than 18,900 had enrolled in the National Education Association by February 1, 1960.

Missouri's goal, set by National Education Association Director, Harold Lickey, of Marshall, was 18,500 for this year. Missouri's previous largest enrollment was made last year.

If you have not become a member of the National Education Association, send your dues of \$10 per year to 1201 16th Street, N. W., Washington 6, D. C.

MSTA COMMITTEES

Legislative

Ward Barnes, Normandy, Chm.
A. L. Crow, Kirkwood
Joe Nichols, Jr., Jefferson City
Homer Clements, Independence
Philip J. Hickey, St. Louis
Aaron W. Oberman, St. Louis
George L. Blackwell, St. Joseph
Buford Thomas, Mexico
Paul Wickless, Unionville
Lynn Twitty, Sikeston
Ralph B. Tynes, Festus
Harry Talbot, Lebanon
Charles A. Sloan, Mt. Vernon
S. M. Rissler, Trenton
Raymond Houston, Chillicothe
James A. Hazlett, Kansas City
Robert Forbes, Kansas City
B. W. Robinson, Rolla
F. L. Sexton, Sullivan
R. L. Terry, Kirksville
Hubert Wheeler, Jefferson City, Ex Officio

Public Relations

Milton W. Bierbaum, St. Louis, Chm.
John Smart, Glasgow
Russell Welsh, Clinton
Harold G. Puckett, Savannah
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C. E. Brewer, DeSoto
Howard A. Latta, Webster Groves
Laurence E. Phelps, Macon
J. F. Coday, Branson
Wayne E. Barnes, St. Louis
Mary Northern, St. Louis
Raymond J. Mosley, Milan
Armin Bueker, Marshall
Forrest Greer, North Kansas City
Roy E. Freund, Warsaw
J. H. Bailey, Aurora
H. E. Grayum, Ironton
Ada Coffey, Joplin
Virginia Rayne, St. Louis
Clobert B. Broussard, St. Louis
Georgia Searcy, Kansas City
Mary Elizabeth Manlove, Kansas City
Edward E. Fields, Kansas City
Mrs. Beatrice Garrett, St. Joseph
D. E. Hussong, University City
Willard J. Graff, Springfield
Mac E. Coverdell, Bowling Green
Harold Lickey, Marshall, Ex Officio

Policy and Plans

L. G. Townsend, Columbia, Chm., 1960
O. L. Plucker, Independence, 1960
Earl E. Dawson, Jefferson City, 1961
Kent Barber, Stanberry, 1961
R. O. Hawkins, Jackson, 1962
Kenneth L. Locke, Kansas City, 1962
Estle Funkhouser, Springfield, 1963
Irvin F. Coyle, Columbia, 1963
John D. Whitney, St. Louis, 1964
Leslie J. Wehling, Bayless, 1964

Sources of School Revenue

T. J. Norris, Sedalia, Chm.
C. D. Brewer, Ava
John T. Lawrence, Bloomfield
Advisers:
Lyle D. Hensley, Eldon
Bernard Voges, Jefferson City
Howard W. Heding, Columbia

Teachers' Salaries and Term of Office
Galen E. Lankford, Monroe City, Chm.
Julius E. Giebler, University City
Earl W. Auxier, St. Joseph
Adviser:
Sam Lawson, St. Louis

Teacher Education and Professional Standards and Ethics

Warren C. Lovinger, Warrensburg, Chm., 1960
Marie Hoffman, St. Louis, 1960
Metz G. Cherry, Pleasant Hill, 1960
J. F. Findlay, Springfield, 1961
Fred Morrow, Poplar Bluff, 1961
Virginia Carson, St. Joseph, 1961
Mary Hazel Powell, Kansas City, 1962
Evan Wright, Normandy, 1962
Ruie B. Doolin, North Kansas City, 1962
Margaret Schowengerdt, Webster Groves, Ex Officio
Hubert Wheeler, Jefferson City, Ex Officio
L. G. Townsend, Columbia, Ex Officio

Reading Circle

Clyde S. Hamrick, Hillsboro, 1960
Alice Irene Fitzgerald, Columbia, 1961
O. Wayne Phillips, Kirksville, 1962
Paxton Price, Jefferson City, Ex Officio
Hubert Wheeler, Jefferson City, Ex Officio
John E. Evans, Kansas City, Ex Officio
Raymond Roberts, Jefferson City, Ex Officio

Educational and Recreational Center

H. H. London, Columbia, Chm.
Forrest H. Rose, Cape Girardeau
Roy S. Dunsmore, West Plains
Nellie W. Utz, St. Joseph
Amy Rose Shane, Kansas City
Mrs. Buena Stolberg, Webster Groves
Mrs. Buella Brooks, St. Louis
Raymond Moore, Albany
Vernon Welch, Adrian
Norman Humphrey, Waynesville

Resolutions

Paul Lambert, Moberly, 1960
Chas. E. Bess, Flat River, 1960
Eleanor Beck, Springfield, 1960
Mildred Fry, Smithville, 1960
Elizabeth Ruck, Kirkwood, 1960
Marion Schott, Warrensburg, 1961
C. J. Burger, Washington, 1961
Robert E. Strickler, St. Louis, 1961
Violet Fairchild, Kansas City, 1961
Mrs. Noma Sawyers, St. Joseph, 1961

Recent Opinions by the ATTORNEY GENERAL

ADDING TERRITORY

A county court may not attach unorganized territory to school district not contiguous thereto.

TAXATION

A school district may appear before the State Tax Commission at a hearing on an appeal of assessment and may employ expert witnesses for such purpose.

ITEMS OF INTEREST

Milton Bierbaum, superintendent of the West Walnut Manor Schools for thirty-one years, has been appointed to a similar position at Maplewood-Richmond Heights. He will succeed on July 1 Superintendent E. R. Adams, who is retiring after giving 35 years of service to this district.

W. D. Arnold, former superintendent of the Prairie Home School District in Cooper County, has been named superintendent of R-5 School District, St. Charles County. He will assume his new position about July 1.

Anna R. Ashby was honored at a dinner party at her retirement at the end of last school year after completing 43 years in the teaching profession, 38 of which were in the elementary schools of Excelsior Springs. She received a beautiful pearl necklace as a gift from fellow faculty members and members of the board of education.

Charles E. Ferguson, Superintendent of Brookfield Public Schools, has been re-employed for a three-year term, starting July 1.

Lawrence Phelps, Superintendent of the Macon Public Schools for the past 14 years, has had his contract extended for another three-year term.

Dr. E. Harlin Staires, Administrative Assistant to the Superintendent in the Grandview Public School, has been elected superintendent of this system. He succeeds the late Jess L. Taylor, who died unexpectedly.

Kenneth E. Hays, superintendent of the Fairview Board of Education, and Donald T. Heit, principal of the high school, have been re-elected for the next school year.

Eugene Myers, a graduate of McPherson College in Kansas, has been employed to teach general science and biology in the Dexter High School. He succeeds David Wilbanks, who resigned in January to enter dental school in Memphis, Tenn.

T. S. Hill, superintendent of the Dexter system, has announced that bids in excess of 1 million dollars have been received by the board of education for the construction of a new high school.

Donald Zumsteg is the new junior high school science teacher at Knob Noster. He succeeds Mrs. Elizabeth Bryant, who was transferred to the Home Economics Department to replace Mrs. Mollie Eppe, who resigned.

Mrs. Geraldine Schildknecht has been appointed fifth grade teacher in the Whiteman School in Knob Noster to succeed Mrs. Clara Davis, who resigned.

E. M. McKee, superintendent of the Potosi Reorganized School District, completing his tenth year, was recently re-employed for a 3-year term starting July 1, 1960.

Peyton Emmons has been elected by the Cole County R-5 Board of Education as math and chemistry teacher to succeed Robert Palmer. Mr. Emmons' home is Boise, Idaho.

Mary Jo Fry of St. Charles was approved recently to teach in the 6th grade in the McKinley School in St. Charles. She succeeds Mrs. Barbara Peters, who resigned.

Blanch Chetlain of St. Louis County has been appointed to replace Mrs. Carol Rohr, 4th grade teacher at Lincoln School in St. Charles.

Neil C. Aslin, superintendent of the Columbia Public Schools, suffered a heart attack on January 18. Dr. Robert Shaw, assistant superintendent, has been made acting superintendent until Dr. Aslin is able to return to his duties.

Franklin Haygood is the new instructor in band and music for the Cooter public schools.

Dr. J. Elizabeth Berry, teacher in the Junior College, Kansas City, has been appointed to serve as a special National Council of Teachers of English public relations representative for the organization's Golden Anniversary Convention.

Mrs. Jerry Blackwell, a teacher at Simonsen Junior high school, Jefferson City, for the past 14 years has been appointed director of school-community relations for the Jefferson City school district. She succeeds Francille Bailey who resigned from the post after several years of service.

Virginia Foster is a new first grade teacher at South school, Jefferson City.

Ila DeWitt has been appointed by the Jefferson City board of education to teach 3rd grade at East school.

James Keller is now teaching science at the senior high school in Jefferson City.

Dr. R. F. Todd, an instructor in a junior college in Mississippi, has joined the education department of Southeast State College, Cape Girardeau.

Charles E. Riordan has been appointed vice-president in charge of sales for Hicks-Ashby Company, distributors of school equipment and supplies. Riordan has been with Hicks-Ashby for eight years in a sales capacity.

Warren C. Ashby, company president said, "This appointment is part of our continuing program of expansion to provide even better service to schools."

Louis G. Clark, former C. O. E. Coordinator at Sikeston and Cameron, was appointed director of the St. Louis County Vocational School last July. A graduate of Southeast Missouri State College, Mr. Clark received his Masters degree in Industrial Education from Indiana State Teachers College and has done further graduate work in Industrial Education and Guidance at the University of Missouri.

Victor L. Wolf has joined the teaching staff of the St. Louis County Vocational School as instructor of their new technical course in Tool Design.

T. S. Hill, superintendent of the Dexter Public Schools, has announced contracts have been awarded for a new high school to cost approximately \$1,054,500. The building will consist of 15 regular classrooms, a home economics department, an art department, library, industrial arts and vocational agriculture shops, clinic, offices, band and choral rooms, cafeteria, gymnasium and small auditorium.

Joseph M. Corcoran of Columbia, representing Lyons and Carnahan, Publishers, has resigned to join with Fred L. Spees to represent in Missouri the L. W. Singer Company.

J. E. Morris, administrative assistant in the Ferguson-Florissant School, will serve as discussion leader at the National Conference of the Association for Supervision and Curriculum Development to meet in Washington, D. C., March 7-9.

J. S. McCollum, principal of the Ferguson Senior High School, will serve as a committee member of the North Central Association of Colleges and Secondary Schools to determine schools to be unqualifiedly recommended. The committee will meet in Chicago, March 28 to April 1.

SUBURBAN TEACHERS PLAN TO HIRE CREDIT MANAGER

June 1 has been set as the target date for the Suburban Teachers Credit Union to hire a full-time credit manager. The decision was made by the credit union's board of directors December 7.

Up until the decision to hire a full-time credit manager Mrs. Ruth Barthel has handled the accounts, assisted by Peggy Barthel for the last five months. They will continue until the credit manager is hired.

Major qualifications for the position are: Man; 25 to 50 years old; college

education or the equivalent; ability to do bookkeeping and ability to meet people easily. Starting salary is \$400 per month.

Applications may be sent to the Suburban Teachers Credit Union, Room 220, Slavin Building, 8000 Bonhomme Ave., Clayton, St. Louis 5, Mo.

'TEACHING SPEECH' NOW IN 3rd EDITION

The third edition of "Teaching Speech," a textbook for beginning speech teachers by Dr. Loren Reid, professor of speech at the University of Missouri, has been issued.

The book covers the aims of speech, speech and the school, courses of study for the high school and college student, methods of producing and directing high school debate or plays and many other facets of speech teaching.

It was printed in the first edition in 1952 and the second edition in 1954. The third edition is printed by Artcraft Press of Columbia, Mo.

The book also covers testing, grading, examining, speech making, planning an assembly program and the art of criticism.

Dr. Reid is a graduate of Grinnell, took graduate work at the University of Chicago and the State University of Iowa and has taught at the University of Utah and the University of Southern California.

Elementary Education Conference June 27-July 1

A summer conference on elementary education will be held June 27 through July 1 on the University of Missouri campus at Columbia. It will be sponsored by the University of Missouri College of Education and Division of Continuing Education in cooperation with the Missouri Department of Elementary School Principals, MSTA.

The conference will combine the annual reading conference, the conference on special education and the kindergarten conference. The new combination will include the areas of mathematics and the elementary principalship. The program also includes several topics of general interest to elementary educators.

Major presentations will be made by Dr. Hanna Hicks, University of Indiana; Dr. Lucile Lindberg, Vice-President for Kindergartens, Association for Childhood Education International, Queens College; Dr. Mary Austin, President-Elect of the International Reading Association, Harvard University; Agnes Mahoney, principal of a special education elementary school in Indianapolis; Dr. Maurice Hartung, Professor of Education, University of Chicago; and Dr. Herbert Schooling, Superintendent of Schools, Webster Groves, Mo.

Within the framework of the theme "This We Believe about Elementary Education" presentations will be made, discussions carried on, and several workshop experiences will be provided. All these activities will emphasize the goals, methods, skills, services and organization found in a sound modern program in the elementary school.

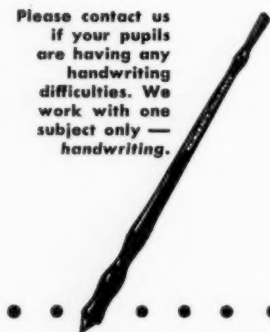
The program has been designed so that one may attend as many days as desired. Those attending for the full five days of the conference may secure lodging in specially designated University dormitories.



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DEATHS

MRS. DELLA WEST, 59, a first grade teacher in the Potosi Schools for the past four years, died in early December at Bonne Terre Hospital.

MRS. ALMA LUNA, 43, a teacher in Ozark County schools for eight years, died Sunday, December 20, in Gainesville. She retired from teaching in 1944 to become a caseworker in the Ozark County Welfare Office.

GERTRUDE DEVORSS, former St. Joseph elementary school teacher and principal and a teacher for more than 42 years, died January 6 in St. Joseph.

FLORENCE SAVILLA SURBECK, 86, a retired school teacher, died December 8 in Elmer. She taught at the rural Bunce school near her home in Elmer and in Monte Vista, Colo. She was a graduate of Northeast Missouri State Teachers College.

DR. FRANK M. SSKWOR, 56, sociology professor at Harris Teachers College in St. Louis, died December 31 in St. Louis. He had taught in St. Louis since 1928, teaching social studies and mathematics at McKinley High School 24 years and serving briefly as principal of Rock Springs School.

MRS. MAUD MILLER, 92, a retired rural school teacher, died December 17 in Trenton. She also taught in the elementary school at Laredo for 30 years.

MARSHALL B. (MIKE) RIEGERT, teacher and coach at Normandy High School for 19 years, died January 1.

MRS. ANNIE LOUISE COLE MARSHALL, a teacher at Scott School in Portageville, died January 24, apparently from fumes from a gas heater.

DR. HARRY A. PHILLIPS, professor emeritus of agriculture and geography at Central Missouri State College, died January 27 at the Medical Center in Warrensburg.

MRS. GEORGIA KELLEY, 80, died January 2 at the St. Francis Hospital in Maryville. In her earlier years she had taught in Nodaway and Atchison Counties.

MRS. ELLEN BAILIFF, teacher in the Kinyon School in Poplar Bluff, died last June at her home in Dexter. She had taught many years in Stoddard County before accepting her position in Poplar Bluff.

ADVISE STRICTER LIMITS ON ADMITTING 1st GRADERS

A recommendation that first graders should be 6 years old on or before the starting date of school was given by the majority of 358 members and 142 presidents of school boards in

Missouri and 195 school superintendents in a recent poll conducted by the Missouri School Boards Association.

About 55 per cent of the school board members gave the recommendation as compared to more than half of the board presidents and 71 per cent of the superintendents.

Only 8 per cent of the board members and 6 per cent of the superintendents recommended admitting children who become 6 years old by

the start of the second semester, whereas 22.5 per cent of the board presidents were in favor of it.

The board members, presidents and superintendents who reported are apparently of the opinion that children entering the first grade should be older than the present policies now require them to be.

Only a small percentage recommend entrance into the first grade on the basis of readiness, maturity or ability.

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With only common string, tempera or powdered water colors and paper, youngsters create novel double-image designs. Each design is a delightful surprise; every pattern is new and exciting—the paint-soaked strings having fallen into their own pattern on paper.

Use tempera or powdered water colors. Make a few trial tests to find best paint consistency.

To get seasonal designs, try light spring pastels, gaudy summer hues, warm autumn shades, soft winter tones. For bold tropical florals try 2 brilliant colors; subtle monochromatic, light tints.

EASY HOW-TO-DO-IT



Drop onto a fold of paper a string dipped in paint.



Fold paper over. Press down and pull out string.



Try one color. Then, different colored strings.



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M.U. PLANS EXPANSION OF GRADUATE PROGRAM WITH STATE COLLEGES

The University of Missouri is expanding its cooperative graduate program with State colleges, providing for establishment of Graduate Centers offering complete curricula for master's degrees in those State colleges, according to Dr. Loran G. Townsend, Dean of the College of Education and Director of the Summer Session at the University.

Southwest Missouri State College at Springfield and Southeast Missouri State College at Cape Girardeau

have already invited the University to establish such Graduate Centers at their institutions and Dr. Townsend said this would be done in time to offer the programs on those campuses for the 1960 Summer Sessions. It is possible other Graduate Centers may be established in the future.

The cooperative graduate program was first established five years ago when the University and Southwest Missouri State College instituted a program to offer half the required work toward a master's degree on the College campus at Springfield, under supervision of the University Graduate School and the remaining

half on the University campus at Columbia.

Two years later a similar program was established in cooperation with Southeast Missouri State College at Cape Girardeau and those programs have continued to the present.

Dr. Townsend explained that under the new program the student may take all of his work toward the master degree on the campus of the cooperating institution, although he will be enrolled as a student in the Graduate School of the University of Missouri and will receive his advanced degree from the University.

SALARY STUDY GROUP FORMED AT JEFF. CITY

Teacher welfare in Jefferson City took a step forward December 9 with the formation of a salary study committee.

Chosen to represent the community teachers association were Marvin Fleming, Charles Claiborn, Mrs. Cluette Everhart and Helen Marie Laux. Joe Collins, president of the CTA in Jefferson City, will be an ex officio member.

The board of education approved the formation of the committee and named two of its members to serve on it. It further recommended that members rotate in serving from year to year on a salary committee.

The CTA executive committee recommended amending the constitution to establish a standing committee on salary study. Work in this vital area would then continue as the Board of Education suggested by its action.

The present salary schedule in Jefferson City schools was basically developed in 1954-55. Beginning salaries were raised in 1958 and maximums were raised \$150 in 1959.

WASHINGTON UNIVERSITY OFFERS EUROPEAN SEMINAR

A traveling seminar in health education to 11 countries in Europe will be sponsored by Washington University June 12 to July 23.

Organized by European Traveling Seminar of Washington, D. C., the seminar will afford mature students an opportunity to engage in direct study of health and education problems in Denmark, England, Finland, France, Germany, Holland, Norway, Scotland, Sweden, Switzerland, and Russia. The work will include lectures, discussions with leading health officials and educators in the respective countries, observation of programs and facilities for health and education and independent reading.

The tour will cost \$1,390 including transportation from New York, meals, lodging and tips. Travel will be via Scandinavian Airlines System.

Two to six units will be offered for those desiring credit. An additional \$25 per unit is not included in the

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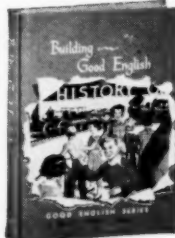
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tour cost. Registrations for credit are accepted in the University College office, Brookings Hall, Room 100, or by mail, any time prior to May 15.

For complete itinerary and application, write or call the tour director, Clarence E. Pearson, Planning Director, Health and Hospital Services, Health and Welfare Council of Metropolitan St. Louis, St. Louis 1, Mo., GA 1-2600 or Department of Physical Education, Washington University, St. Louis 30, Mo., PA 7-4700—Ext. 291.

ELECTED PRESIDENT

Warren C. Ashby, President of Hicks-Ashby, Kansas City, Missouri was elected President of the National School Supply and Equipment Association at the Association's Annual Convention held in Chicago early last December. Mr. Ashby will serve in this capacity during 1960.

Warren, as he is known to many school administrators, has been associated with the school supply and equipment business since 1931. He started his school supply knowledge with the Holley School Company of Des Moines, Iowa, and later represented the Weber Costello Company in the southwest, with headquarters in Dallas, Texas. After serving in the armed forces for three years, he organized the Hicks-Ashby Company in 1946 and has served as President since that time.

The National School Supply and Equipment Association is an association of distributors and manufacturers of school supplies and equipment dedicated to the school children of America and to producing and distributing the best tools of education.

UNIVERSITY CITY TEACHERS SET GOALS FOR EACH STUDENT

A set of goals for the current school year has been prepared for each child in University City Public Schools.

For some teachers the goals may be more simply stated than for others. A secondary teacher of one subject may have as his primary goal the development of a certain set of skills and knowledge for each student to achieve to the best of his ability.

On the other hand, a primary teacher may have a much more detailed set of goals for her pupils.

Each teacher uses test results and

other information from the permanent records of the students in defining the goals. Each spring the teacher analyzes the performances of his students to determine how well he achieved the goals set up the previous fall.

The superintendent and principal give close scrutiny to the results. The primary purpose of the appraisal program is to help develop a school system that will enable each pupil to progress at the speed best for him. The program also enables teachers to grow in their classroom abilities and helps the administration determine salary levels for teachers.

CARL HUMPHREY HONORED AT CHICAGO

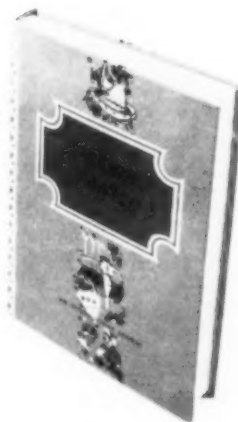
Carl Humphrey, director of Agricultural Education of the Missouri State Department of Education, Jefferson City, was honored with an honorary National Vocational Agriculture Teachers Association life membership at the association's 11th annual convention Dec. 5-11 in Chicago.

Humphrey is vice-president of the American Vocational Association which meets every year in conjunction with the NVATA.

2 Outstanding Spanish Texts . . . SPEAKING SPANISH

By Ginsburg and Nassi

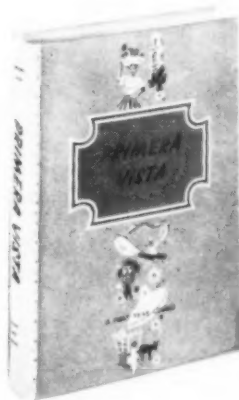
This text provides an easy, natural, and exciting introduction to the Spanish language. Through the aural-oral or "direct" approach to teaching a language, pupils learn Spanish by repeating words and phrases as they hear others speak them. This text is designed for pre-high school students, but may also be used effectively as a brief high school course.



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Here is a basic text for first-year Spanish courses designed to give students a thorough grasp of fundamental Spanish. Students are taught to speak Spanish with some fluency through the increasingly popular aural-oral approach. Adequate practice is provided in translating from English to Spanish and Spanish to English in the exercises found in every lesson.



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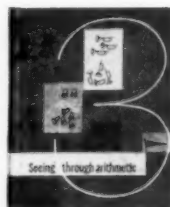
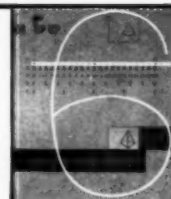
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BONDS VOTED

Hickman Mills: \$450,000 for the construction of elementary classrooms.

Kickapoo: \$278,000 issue to construct 12-classroom building.

O'Fallon: \$105,000 issue to construct 6 additional classrooms at Fort Zumwalt, and for the acquisition of ground elsewhere for a future building site.

Raytown: \$500,000 issue for classroom construction.

Pattonville: \$625,000 issue for construction of an elementary school and additions to two other schools.

Parkville: \$550,000 issue to add 17 classrooms, a cafeteria, and a gym to Park Hill junior high.

Marshfield: \$210,000 issue for construction of 12-room elementary school.

Eldon: \$595,000 issue to construct a high school and remodel present high school building for use as a junior high.

North Kansas City: \$3,300,000 issue to build new schools and additions to others.

Scott County R-3: \$278,000 for construction of an elementary school and the improvement of the high school at Oran.

Hallsville: \$70,000 for the addition of four classrooms.

Hickory Hills: \$215,000 for construction of 12 classroom addition.

Ladue: \$3,300,000 to construct classroom units for elementary, junior high and senior high school grades.

Grandview: \$500,000 to construct first unit of a high school.

Center: \$175,000 issue to build a gymnasium and 4 classrooms in the South City View school and improve lighting in the Center elementary school.

SL SL ENCHILADAS

Foreign languages are now being served up with hamburgers at an elementary school in Houston, Texas.

During the school's lunch hour, a listening program in Spanish is held in the cafeteria. While the pupils munch on their sandwiches, voices of Spanish children are broadcast by the loudspeaker. The lunch-hour class features easily-remembered conversational phrases in Spanish after the same thought has been expressed in English. Only problem—instead of the usual cafeteria lunch, children now want tamales and enchiladas!

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SPRINGFIELD CTA SPONSORS STUDY CONFERENCE

The Professional Growth Committee of the Springfield Community Teachers' Association sponsored a Study Conference attended by about 400 at Parkview High School on February 8.

Dr. Arthur W. Foshay, Executive Director Horace Mann-Lincoln Institute, Teachers' College, Columbia University, gave the keynote address to open the conference. His topic, "Challenging Learners at All Levels," was the theme of the study conference. Participants attended study group sessions dealing with the following topics: 1. Social and Cultural Factors Affecting Learning; 2. Human Variabilities Affecting Learning;

3. Present Day Curriculum Issues; 4. Adapting Instructional Materials to the Varying Abilities; 5. Development of Critical Thinking.

Outstanding educators in charge of the group study sessions were: Dr. A. Sterl Artley, Professor of Education, Missouri University; Raymond Roberts, Director of Curriculum, State Department of Education; Dr. Frank W. Clippinger, Dean, Drury College, Springfield; Dr. A. G. Jelinek, Professor of Education, Drury College; Dr. M. D. Grow, Professor of Education, Drury College; Dr. Harry Siceluff, Professor of Education, Southwest State College; Dr. Richard Wilkinson, Professor of Education, Southwest State College; and Dr. James Pollard, Director of Counseling, Springfield Public Schools.

Dinner was served in the cafeteria from 6:00 to 7:00. Parkview "Singing Strings" furnished music during the dinner hour.

The conference was summarized by Dr. Foshay with group leaders giving questions from the study groups for the final session.

SALARY SCHEDULE TOPS \$11,700

The Board of Education of the School District of Clayton adopted an entirely new salary schedule which incorporates within its structure several unique provisions.

The basic schedule has a ten-year span. The beginning salaries and maximum salaries in the four categories are as follows: B.A., \$5,000 to \$8,500; M.A., \$5,200 to \$8,700; M.A. plus 30 hours, \$5,400 to \$8,900; Ph.D., \$5,600 to 9,100.

Merit Schedules

On top of the basic schedule are three schedules involving merit: the Progressive Schedule in five steps, ranging from \$9,200 for a teacher with a Master's Degree to \$10,400 for a teacher with a Doctorate; the Advanced Schedule in five steps, ranging from \$10,700 for an M.A. plus 30 hours to \$11,700 for a teacher with a Ph.D.; and finally the Extended Schedule available to all four "ladders" extending beyond the maximums of each "ladder" and with no top limit.

A special cooperative committee began work in January, developing evaluative criteria for and methods of applying such criteria to a positive type merit system that will involve teachers who choose to be so considered at the time they become eligible for consideration under the Progressive, Advanced, and Extended schedules.

CHILD'S IQ VARIES, REDBOOK ARTICLE SAYS

A child's intelligence is not fixed at birth and according to new studies his IQ may rise or fall more than 50 points as he grows older, John Lord Lagemann points out in "Your Child's Intelligence," an article in the February issue of Redbook Magazine.

"New research, some of it being popularly reported for the first time in this article, is showing how a child's total personality influences his intelligence," the article states.

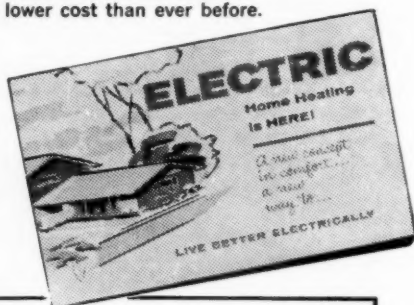
Lagemann spent two months talking with leading educators, psychologists and child-development experts in universities, schools and clinics throughout the nation before writing the article.

The author explains that personality differences have a very definite influence on whether a child's Intelligence Quotient rises or falls.

"Little is gained by saying that a child is smarter or dumber than other children," Lagemann says. "What counts is helping him make the most of whatever he has."

NEW LOW ELECTRIC RATES FOR HOME HEATING!

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I have full coverage with the MST A Insurance Group and as of January 1, 1960, I have received \$1,713.35 for the following bills filed as the result of an automobile accident on the road to school this Fall.

Hospitalization, Drugs, etc.	\$1,444.00
Doctors	347.20
Ambulance	17.50
	<hr/>
	\$1,808.70

In addition to the above, I have received over \$1,000.00 in salary protection benefits.

Learning how quickly an automobile accident can cause enormous hospital bills, I recommend that all teachers take advantage of our protection through the MST A Group Insurance Plan.

Yours sincerely,
Mrs. Reva Norman

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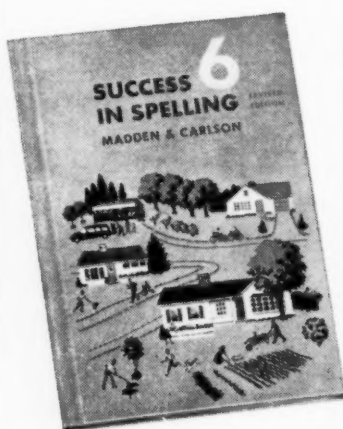
I am a member of MST A and eligible for MST A protection. Please send me full information about MST A's low-cost protection plan.

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Tax Deductions For Educational Expenses

Federal income tax regulations permit teachers in certain instances to deduct expenses incurred for educational purposes.

Under the regulations, expenditures for education are deductible if undertaken "primarily for the purpose" of (1) maintaining or improving skills required by a taxpayer in his employment or other trade or business, or (2) meeting the express requirements of the taxpayer's employer (or applicable law) imposed as a condition to the retention by the taxpayer of his salary, status or employment. The regulations also provide that if it is customary for other established members of the taxpayer's trade or business to undertake education of the type referred to in (1) above, the taxpayer will ordinarily be considered to have undertaken this education for the required purposes.

You *are eligible* to file for deductions for educational expenses if you were a fully qualified teacher before you took those courses. You *are not eligible* if you were not a fully qualified teacher, and took the courses in order to meet minimum requirements for professional status.

If, as an incidental result of your advanced studies, your position should subsequently be changed or somewhat improved, your expenses could qualify for deduction if your primary purpose was to maintain or improve your skills, rather than to qualify for such change in assignment, or for a substantial advancement in your status.

Expenditures made by a taxpayer for his education are not deductible if they are for education undertaken primarily for the purpose of obtaining a new position or substantial advancement in position, or primarily for the purpose of fulfilling the general educational aspirations or other personal purposes of the taxpayer. The fact that the education undertaken meets express requirements for the new position or substantial advancement in position will be an im-

portant factor indicating that the education is undertaken primarily for the purpose of obtaining such position or advancement, unless such education is required as a condition to the retention by the taxpayer of his present employment. In any event, if education is required of the taxpayer in order to meet the minimum requirements for qualification or establishment in his intended trade or business or specialty therein, the expense of such education is personal in nature and therefore is not deductible.

Travel

In general, a taxpayer's expenditures for travel (including travel while on sabbatical leave) as a form of education shall be considered as primarily personal in nature and therefore not deductible.

If a taxpayer travels away from home primarily to obtain education the expenses of which are deductible under this section, his expenditures for travel, meals, and lodging while away from home are deductible. However, if as an incident of such trip the taxpayer engages in some personal activity such as sightseeing, social visiting or entertaining, or other recreation, the portion of the expenses attributable to such personal activity constitutes nondeductible personal or living expenses and is not allowable as a deduction. If the taxpayer's travel away from home is primarily personal, the taxpayer's expenditures for travel, meals, and lodging (other than meals and lodging during the time spent in participating in deductible educational pursuits) are not deductible. Whether a particular trip is primarily personal or primarily to obtain education, the expenses of which are deductible under this section, depends upon all the facts and circumstances of each case. An important factor to be taken into consideration in making the determination is the relative amount of time devoted to personal activity as compared with the time devoted to educational pursuits. Expenses in the nature of commuters' fares are not deductible.

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M.U. Summer Science Program For H.S. Students

The College of Arts and Science of the University of Missouri, with the support of the National Science Foundation, is presenting a two-week science program for 60 high-ability high school students from July 11, 1960, to July 23, 1960. Scholastic records and recommendations of teachers will be the criteria used in selecting the 60 most promising applicants. The program is open to all students who will be entering their sophomore, junior or senior year (10th, 11th or 12th grade) in the Fall of 1960 without regard to sex, race, or geographic location in the United States. Selection of the 60 participants in this program will be completed early in May.

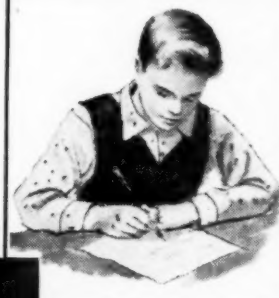
The purpose of this program is to appraise high-ability high school students of eight basic science fields and to interest them in these fields. This program is not a training pro-

gram, but the participants will certainly acquire some factual knowledge.

The participants will spend approximately one-and-one-half days in each of eight science fields: Astronomy, Botany, Chemistry, Geology, Mathematics, Physics, Psychology, and Zoology. Most of the time will be spent, in small groups, in challenging laboratory work under the direction of some of the best scientists on the University of Missouri faculty. In addition, opportunities to talk with other members of the science faculty in their laboratories will be arranged. Lectures and discussions describing the composition, the subdivisions, and the career possibilities of each of these eight basic areas will be included. The University libraries will be made available to the participants. Special lectures on such subjects as "The Philosophy of Science", "Scholarship as a Career", and "The Role of the Scientist in the Modern Community" will be given. At least one field trip will be provided. The two

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weeks will be jammed with a full schedule, but this schedule will include such social events as a picnic and coke "teas" where science will still be talked; scientists with whom to talk will be present at these events.

The participants will be housed and fed in University dormitory facilities. Responsible, full-time counselors, who will be science graduate students or high school science teachers, will live with small groups of participants in the dormitories. The Student Union facilities and the Student Health Service facilities of the University, as well as other University facilities, will be available to the participants.

The total cost to the participating student will be \$42.00 for room and board for the two weeks. Of course, each participant must provide his own transportation to Columbia, Missouri. Some scholarships are available on the basis of established need.

Further information regarding this program and application forms can be obtained from Dr. John E. Peterson, Department of Botany, University of Missouri, Columbia, Missouri.

WINNERS OF 1960 GOLDEN KEY AWARDS



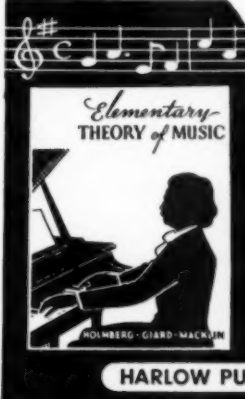
James Russell Wiggins, executive editor of the Washington (D.C.) Post and the teacher who most influenced his career, Mrs. Ethel Gower of Stillwater, Minn., are recipients of the fifth annual Golden Key awards. The awards, sponsored by seven national educational organizations, were presented February 13 at the Atlantic City convention of the American Association of School Administrators. Wiggins received the Golden Key for the spirit of responsible journalism and freedom of information he advocates through his own publication and through his position as president of the American Society of Newspaper Editors.

SCHOOL BUSINESSMEN CHANGE CONFERENCE DATE

Dates for the Missouri Association of School Business Officials Spring Conference have been changed to one week later than previously announced.

The conference will be held April 23-30 at Arrowhead Lodge, Lake of the Ozarks.

Reservations should be mailed to G. Edwin Popkess, Jr., Arrowhead Lodge, U.S. Route 54, Lake Ozark, Mo.



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**READING ASSOCIATION
 COUNCIL ORGANIZED**

The Springfield Council of the International Reading Association was organized January 29. Officers named were Estle Funkhouser, president; Nell Sewell, president-elect; Erma Walden, secretary; and Fern Mosby, treasurer.

Hazel Ponder led a committee in drawing up the bylaws. Those who assisted her were Rosemary Williams, Fannie Reeves and Florence Kinloch. Miss Funkhouser made application for the charter.

"Bringing Literature to Life in the Classroom" is the subject to be explored at the next meeting of the council which will be in March. All who are concerned with the improvement of reading instruction in Springfield are invited to affiliate with the council and help promote its growth.

**Business Teachers
 Plan Conference**

Dr. H. Pat Wardlaw, Assistant Commissioner of Education of the State Department of Education in Jefferson City, will be the featured speaker Saturday morning, April 9, at the annual spring conference of the Business Education Department of MSTa at the University of Missouri in Columbia.

Registration will begin at 9 a.m. in the new Business and Professional Administration building. The morning session will emphasize the theme of the conference, "Fulfilling our Educational Responsibilities" with Dr. Wardlaw speaking on the responsibilities of "Business Education in the School Curriculum." His speech will be followed by a question-and-answer period in which the audience will be able to participate.

The luncheon meeting will be from 11:30 to 1:00 in the Memorial Student Union building. The Reverend Monk Bryan, minister of the Missouri Methodist Church, Columbia, is to address the members on "Fulfilling our Educational Responsibilities Through Personal Worth."

The theme of the conference will be carried out in the sectional meetings also. Well-qualified speakers will lead in the discussion of the following topics:

"Automation in the Modern Book-keeping Course," to be directed by Dr. Arthur C. Carlson of the School of Business, Washington University, St. Louis. Dr. Carlson has done a great deal of work in this area, both in his teaching and writing, as well as in speeches around the country.

"Neglected Factors in Transcription" will be the subject for discussion by Mr. Charles E. Zoubek, Gregg Publishing Division, McGraw-Hill Book Company, New York. Mr. Zoubek is co-author of **Gregg Shorthand Simplified**. His presentation will include suggestions for meeting some of the transcription problems experienced by each shorthand teacher.

Reservations for the luncheon may be made by sending a check for \$1.50 to Miss Mary Jane Lang, Room 312, Hill Hall, University of Missouri, Columbia. All reservations must be received by Wednesday, April 6.

The officers of the Business Education Department are: Miss Wilma L. Sullivan, North Kansas City, President; Dr. Lucas Sterne, State College, Warrensburg, Vice President; Mrs. Alpha Brantner, Kirksville, Secretary; and Dr. Marie Vilhauer, State College, Cape Girardeau, Treasurer.

ADMINISTRATORS ELECT OFFICERS, HONOR BELL

The Missouri Association of School Administrators at a business meeting on January 15 at the University of Missouri in Columbia elected officers for its next year.

The MASA officers for 1960 are C. W. Farnham of Parkway School District, St. Louis County, president; Roi S. Wood, Joplin, vice-president; and Mac Coverdell, Bowling Green, secretary. Members of the executive committee are Willard Graff, Springfield, and O. Wayne Phillips, Kirksville.

An award for outstanding service was presented at the Friday luncheon to Leslie Bell, Superintendent of Lexington Schools for the past 42 years. The award of Honorary Membership in the MASA was presented to Mr. Bell by Dr. C. A. Phillips, professor emeritus at the University.

CABOOL PROGRAM EDUCATES PARENTS

"Your Child's School Today," an in-service course, was held this year to explain Cabool's "ungraded" system to parents.

The parent-teacher meetings were held once each week for eight weeks, six on the elementary and two on the secondary level. Due to the fact that Cabool developed a program of continuous education beginning in the primary grades in 1948, Cabool administrators felt many new people had not had the opportunity to "grow up" with the ideas as they developed. The program culminates in a three-diploma system on the secondary level.

Schedule of the meetings follow:

1. Overview and Philosophy of the Cabool School Plan—Superintendent and Elementary Principal.
2. Reading, How Taught, Etc.—Catherine Tindel, second year teacher.
3. Language Arts and Social Studies—Lulu Belle Evans, third year teacher and panel.
4. Science, Math and Fine Arts—Ruth Wallace, eighth year teacher and panel.
5. Tests, Grouping and Reporting—Daisy Morse, remedial reading teacher, and panel of administrators.
6. Buzz session on previous sessions and final question period on elemen-



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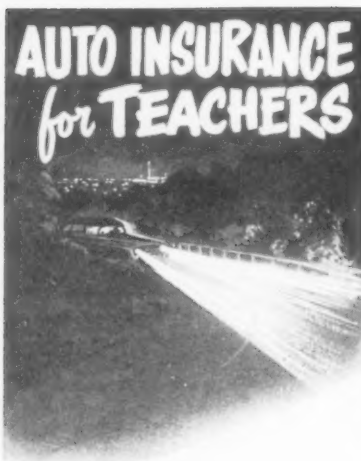
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pairments? _____
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under 21 use auto? _____
Do you or your spouse use car in
occupation other than to and from
work? _____ Married? _____
Involved in serious accident in last
five years? _____ Has auto in-
surance ever been cancelled or re-
fused you or any of your house-
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chairman.

7. Secondary School's Philosophy,
School Relationship to Community,
Curriculum and the Three-Diploma
System and Related Grouping—Sec-
ondary Principal, Superintendent and
teacher panel.

8. Guidance, Testing and Counseling
—Guidance Director.

The course will also be held next
year, except the series will be reduced
to three or four meetings and supple-
mentary mimeographed material. A
questionnaire will be used to deter-
mine the emphasis in the meetings.

Cabool also has a Cabool Citizens
Commission for the improvement of
the Public School which meets regu-
larly throughout the year.

Important ★ EVENTS

MARCH

- 6 Association for Supervision and
Curriculum Development Annual
Convention, Washington, D. C.,
March 6-10, 1960.
- 11 Northeast District Teachers As-
sociation Meeting, Kirksville,
March 11, 1960.
- 11 The Missouri Association of Edu-
cational Secretaries Spring Work-
shop, Missouri Hotel, Jefferson
City, March 11-12, 1960.
- 17 Southeast District Teachers
Meeting, Cape Girardeau, March
17-18, 1960.
- 20 National Wildlife Week, March
20-26, 1960.
- 22 Missouri School Boards Associa-
tion Annual Meeting, University
of Missouri, Columbia, March 22-
23, 1960.
- 24 Aviation Education Council,
Brown Palace Hotel, Denver,
Colo., March 24-26, 1960.
- 26 Department of Elementary
School Principals Annual Meet-
ing, St. Louis, March 26-30, 1960.
- 27 Midwest Community-School Ad-
ministrators Conference, Sioux
Falls, S. D., Mar. 27-29, 1960.
- 27 White House Conference on Chil-
dren and Youth, Washington,
D. C., March 27-April 2, 1960.
- 29 National Science Teachers Asso-
ciation Convention, Kansas City,
March 29-April 2, 1960.

APRIL

- 1 Teaching Career Month, April 1-
30, 1960.
- 1 St. Louis Suburban Teachers As-
sociation Spring Conference, Kiel
Auditorium, St. Louis, April 1,
1960.
- 3 National Library Week, April
3-9, 1960.



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- 4 **Northeast Missouri Schoolmaster's Club Dinner Meeting**, Gorin, 7 p.m., April 4, 1960.
- 6 **Association Health, Physical Education and Recreation**, Central District Convention, Fargo, North Dakota, April 6-9, 1960.
- 8 **Industrial Education Annual Conference**, University of Missouri, Columbia, April 8-9, 1960.
- 9 **Department of Classroom Teachers**, MSTa, University of Missouri, Columbia, April 9, 1960.
- 9 **Missouri Association of Teachers of English Conference**, Hickman High School, Columbia, Missouri, April 9, 1960.
- 9 **Tenth Annual Elementary Education Conference**, William Jewell College, Liberty, April 9, 1960.
- 17 **Association for Childhood Education International Study Conference**, Cleveland, Ohio, April 17-21, 1960.
- 19 **Council for Exceptional Children**, annual convention, Los Angeles, Calif., Apr. 19-23, 1960.
- 20 **National Council of Teachers of Mathematics**, annual meeting, Buffalo, N. Y., April 20-23, 1960.
- 22 **National Beta Club Annual State Convention**, Sheraton-Jefferson Hotel, St. Louis, April 22-23, 1960.
- 23 **Missouri Council on Family Relations Meeting**, Kansas City, April 23, 1960.
- 28 **Missouri Association of School Business Officials Spring Conference**, Arrowhead Lodge, Lake of the Ozarks, April 28-30, 1960.

MAY

- 7 **Missouri Association Childhood Education State Conference**, Jefferson City, May 7-8, 1960.

JUNE

- 20 **Missouri Association School Administrators Summer Workshop**, Columbia, June 20-21, 1960.
- 26 **National Education Association Annual Convention**, Los Angeles, California, June 26-July 1, 1960.
- 27 **Elementary Education Conference**, University of Missouri, Columbia, June 27-July 1, 1960.

AUGUST

- 8 **MSTA — NEA Conference for Community Teachers Association Leaders**, Bunker Hill Ranch Resort, August 8-12, 1960.

NOVEMBER

- 2 **Missouri State Teachers Association Annual Convention**, Kansas City, Nov. 2-4, 1960.



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122. **Brochure** of sample gift tie
ribbon and gift wrap paper. It sug-
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124. **1960 Summer Sessions Bulletin.**
Gives details of all courses offered, as
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125. **Poison Ivy Posters** for class-
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lustrating and describing Poison Ivy,
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126. **Project Desk Map** of the
United States, complete with Alaska
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128. **Bulletin** Complete details cover-
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ferings—more than 1,000 courses, spe-
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versity of Minnesota, Minneapolis)

131. **Palmer Method Handwriting
Materials** is a new 24-page catalog
of textbooks and supplies for cursive
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137. **Brochure** on study and travel
in Mexico in 1960. Shows itinerary of
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ad in this issue for Science Kit, Inc.
(Science Kit, Inc.)

61. **Van Nostrand Books for High
School 1960**—a complete catalog of
secondary school texts and reference
books in science, mathematics and
the social studies. (D. Van Nostrand
Company, Inc.)

69. **Folders** on Summer Sessions at
Guadalajara, Mexico and Valencia,
Spain and the itineraries of Tours of
Europe for 1960. University of San
Francisco Extension. (Dr. Carlos G.
Sanchez)

73. **Good Books for Children** is a
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77. **Folder** outlines courses offered in Summer School at Guadalajara, Mexico. Accredited program of the University of Arizona. (Prof. Juan B. Rael)

113. **New Posture Posters** provide completely different approach to teaching the fundamentals of healthful posture. Set of 4 in full color, plus Good Posture Award badge. Appeals to boys and girls kindergarten through high school. (American Seating Company)

119. **Bulletin** giving preliminary plans for courses to be offered in the 1960 Summer Session of the University of Southern California. (University of Southern California)

64. **Educational Map and Globe Program** is a 12-page brochure that outlines many aspects in relation to the selection and use of maps and globes in the classroom. (Rand McNally Co.)

MASA STEERING GROUP READIES STATEMENT ON PUBLIC EDUCATION

A statement on public education by the Missouri Association of School Administrators should serve as a basic point of view for boards of education and school administrators, the MASA Steering Committee decided at its January 13 meeting in Columbia.

The statement should also be sufficiently clear and direct to help parents to a better understanding of the purposes, functions, and problems of the planning and administration of public education, the committee decided. The committee emphasized that the statement should be sufficiently fundamental and comprehensive to allow the boards of education and school administrators to direct a basic program, and for citizens to understand it.

The following items were considered major problems to be included in the statement:

1. Philosophy and purposes of public education in a democratic society.
2. Financing education in the immediate and distant future.
3. The respective roles of the school administrator and the board of education.
4. The function of the lay and professional persons in educational planning.
5. Measures for maintaining balance in the school curriculum.
6. Implications for maintaining proper standards of educational achievement.
7. Techniques and provisions for evaluation of the educational program.
8. The extent of responsibility of the public school in the total life of the community.

The committee also recommended that those in charge of the 1960 MASA Workshop give consideration to these major items.

A recommendation that the Missouri Association of School Administrators should take on representatives of other educational organizations in

an advisory capacity was given by the committee, also.

The expansion was recommended in preparation for the issuance of a statement on public education by the MASA. The committee recommended adding representatives from the State Department of Education, the Missouri State Teachers Association, the College of Education of the University of Missouri, the state colleges and possibly the Missouri Association of School Boards, the Missouri Congress of Parents and Teachers and the Executive Committee of the MASA.

The committee is composed of A. H. Bueker, Laurence Phelps, D. A. Mallory, Philip J. Hickey, A. M. Alexander, Acting Chairman for Willard J. Graff.

SCIENCE CONFERENCE

"The Role of Science for Children in a Democracy" will be the theme of a Council for Elementary Science International Conference Saturday, March 5, in Washington, D. C. The conference is being held in collaboration with the Association for Supervision and Curriculum Development.

Dr. Hugh Odishaw, director of the International Geophysical Year, World Center Data A, National Academy of Science in Washington will give the keynote address, "The Challenge of New World Horizons in Science."

The CESI was formed to promote a science curriculum for the elementary grades which will be a part of the continuous and integrated science program for the entire school.

Membership is open to classroom teachers, supervisors, college instructors and others interested in the improvement of science teaching in the elementary schools.

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7. Make use of summaries of work in content areas prepared by superior students for use of children returning after absence.

8. Delegate responsibility for committees on bulletin boards, class newspapers, panels, and programs.

9. Encourage preparation of weekly news summaries.

10. Assign responsibility for keeping class informed about new books and current educational TV programs.

Nadeen Waggener—Kansas City Teachers Club Bulletin,
January 2, 1960

SOUTHEAST STATE COLLEGE OFFERS EUROPEAN TOUR

Southeast Missouri State College at Cape Girardeau will offer a study tour in geography of Europe in August.

The study group will leave New York City by air August 1 and return by jet September 1. It will tour the Netherlands, Germany, Switzerland, Austria, Italy, France, and Belgium.

Three hours undergraduate credit will be given for 344-Cultural Geography of Western Europe. All expenses except travel to and from New York City are included in the approximately \$949 for the tour. For further information write: Prof. Paul L. Rawson, Science Department, Southeast Missouri State College, Cape Girardeau. A brochure is available.

TOMPKINS NAMED NEW NASSP EXECUTIVE-SEC.

Dr. Ellsworth Tompkins has been named executive secretary of the National Association of Secondary-School Principals, a department of the NEA.

Formerly associate secretary, Dr. Tompkins took over the first of the year following Dr. Paul E. Elicker's retirement.

A graduate of Princeton University, Dr. Tompkins received his doctorate at Harvard. He joined the NASSP in 1955 and has taught at the University of Maine, Alfred University, Northwestern University and San Francisco State Teachers College.

He is the author of four books on education and has been editor of the educational periodical, "The Clearing House," since 1955.

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Mo. State Teachers Assn.

Columbia, Missouri

MAES PLAN WORKSHOP IN JEFFERSON CITY

The Missouri Association of Educational Secretaries will hold a workshop Friday and Saturday, March 11-12, in the Hotel Missouri at Jefferson City.

Dr. John Rufi, professor of education at the University of Missouri, will be the featured speaker at a banquet at noon Saturday, ending the workshop.

Registration will be 9 a.m. Friday with a buffet luncheon at 11 o'clock and work sessions the remainder of the afternoon.

A panel discussion, "What Is Your Problem, Please?" will be held starting at 9 a.m. Saturday. The banquet will follow.

HARRY S TRUMAN WILL SPEAK AT MSBA MEETING IN COLUMBIA

Former President Harry S Truman of Independence will speak at the first general session, March 22, of a two-day meeting of the Missouri School Board Association at the University of Missouri in Columbia.

The meeting will open with registration at 1 p.m. on March 22 in the lobby of Jesse Auditorium. Group meetings will be held in the afternoon.

W. A. Shannon, executive director of the National School Boards Association, will speak at a dinner meeting at 6 p.m. that night in the Memorial Student Union Building.

The Wednesday morning program, March 23, will include a general business session, a second series of group discussions, and a general meeting to consider the reports from the group meetings.

LIBRARY KITS

A colorful school kit of 1960 National Library Week, April 3-9, promotion aids, keyed to the slogan, "Open Wonderful New Worlds—Wake Up and Read," is available to teachers.

The kit, created especially for teachers, will assist them in planning National Library Week classroom and community activities and help stimulate student interest in observance of the week. It is offered to teachers at the special price of \$1.

For more information on how to obtain a kit write: Josephine B. Farrington, Executive Director for Missouri, National Library Week, St. Louis Public Library, 1301 Olive St., St. Louis 3, Mo.

MRS. DONALD T. SHAWL NAMED ONE OF ST. LOUIS' 'WOMEN OF ACHIEVEMENT'

Mrs. Donald T. Shawl, teacher of English at Clayton High School in St. Louis Co., was named one of St. Louis' "1959 Ten Women of Achievement" for her work in education at a banquet sponsored by the St. Louis

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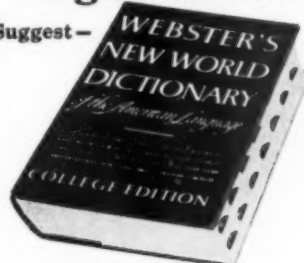
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Workshop will be conducted in the new airconditioned dormitories, and carries three units of credit.

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Globe-Democrat Monday, January 11, in the Hotel Chase.

Mrs. Shawl, who lives at 18 Lindworth Lane, Ladue, says she "loves to go to school"—both as a student and teacher. She has been deeply involved in education all her life, from her student days through her professional, family and community activities.

She gave up teaching early in her marriage, waiting until her two sons were grown, before returning to the profession.

ELEMENTARY EDUCATION CONFERENCE, APRIL 9

The Tenth Annual Elementary Education Conference at William Jewell College, Liberty, will be held on April 9.

Dr. E. T. McSwain, Dean of the School of Education at Northwestern University, and Dr. W. W. Eschelman of Fort Washington, Pa., president of the NEA, will be the principal speakers, according to Professor Lutie Chiles of the Education Department at William Jewell.

SCHOOL NAMED TO HONOR TEACHER

The R-4 board of education of the elementary school district in Cape Girardeau County has decided to name its new building, the Nell Holcomb Elementary School.

Miss Nell Holcomb taught in the rural schools in this area for 44 years before her retirement. This school year she is doing substitute teaching in the May Greene School. Her most recent full time position was at Juden.

3 TEACHERS HONORED FOR 30 YEARS' SERVICE IN BROSELEY DISTRICT

Three Broseley-Big Island-Hays district teachers were honored for 30 years of dedicated service to the profession at the school's faculty banquet Jan. 1. The awards were presented by Captola Lewis, superintendent.

Mrs. Laura Rescetter, the high school librarian, and Mrs. T. A. Forbes, Broseley fifth grade teacher, will have completed 30 years at the end of the present term. Miss Edna Spann, Big Island first grade teacher, has taught 33 years in Butler County.

TEACHER'S PAY: JOHNNY'S "A"

Johnny's straight-A average and Teacher's well-filled pocketbook may have more in common than you might think. The New York State Department of Education has just concluded a survey showing that schools that pay their teachers the best salaries turn out the pupils with the best grades.

Dr. Samuel M. Goodman stressed that it was a comprehensive survey of cost-quality relationships. He gave tests in 1958 and again last year to

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NEA OUTLINES NEW GIFTED STUDENT PLAN

What schools can do to improve
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The odds are there are only one or
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The book discusses the problem of
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Copies may be ordered from the
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EDITORIAL



More Money—Why?

Loose-lipped critics of public schools chant the phrase, "More money won't solve the public school problem."

Some people say "more money won't solve the school problem" because they do not want any more funds raised for schools for fear it might mean more taxes.

There is another group of individuals that use the expression because they are not public school minded.

A third group uses these words because they have not had interpreted to them the use to which more school funds would be put.

If we are to be successful in getting the School Foundation Program financed in full at the next session of the Missouri General Assembly, we must begin to garner support from individuals found in each of the three categories mentioned above.

Support for a program that will call for about 30 million dollars more money per year can't be built in a short time.

To get support substantial enough to secure desired results we must begin interpreting school needs now!

Words couched in broad generalities are not meaningful enough. It is true that to have quality education we must have more classrooms, a better curriculum and better paid teachers.

However, just mentioning these three important facets of the school problem will not insure in very many cases that those who hear these words will be enlightened enough to make converts of those who have doubts in their minds.

What then must be done? We must break these broad generalities down into meaningful bits of information so that the parents can see how their children will be personally benefited by the school district getting more money.

Education is an investment in people. Our democratic way of life is predicated on people

having education to the point to be competent to make decisions at the polls and in situations where group influence counts. Those who do not have children or grandchildren in school must be given insight into the values of education for our prosperity and survival.

We can summarize the minimum amount of funds necessary for the state to support education from this level as being about 220 million dollars for the 1961-63 biennium. To translate to each community how districts will make use of their part of this money at the local level, and especially how their share of the additional amount of approximately 60 million will be used to improve education in the local district, is a challenge that must be met.

Frequently around the General Assembly legislators will say, "Provided schools receive more funds, they will still give only the same quality educational program to the children."

The services and material things that may be purchased by a district and how these affect the school day of the pupils must be spelled out so clearly that it will erase in the minds of all any doubt anyone might have regarding the necessity for these funds.

Administrators must have the picture blueprinted for the district. These will deal with employing teachers to care for increased enrollment, reducing overcrowded classes, employing teachers for new or extended services, retaining competent teachers, and attracting highly qualified new teachers, solving problems connected with the school plant and securing improvements and extensions in the school curriculum.

Classroom teachers should translate at every opportunity how more funds received by the district would make possible higher quality instruction and services. Information used in these interpretations takes on the form of specifics: books, supplies, individualized instruction, activities connected with guidance, health services, remedial programs, problems connected with special education, teaching the gifted, eliminating fire hazards.

Unless communication is such as to bridge the gap between the school and the community it serves, legislators may not hear from enough constituents to cause them to act favorably to get the Foundation Program financed in full.

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- **1,805** new pictures, maps, graphs, and drawings —
1,128 in color
- **3,157** new, rewritten, or revised pages
- **450,000** words of newly written text

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In science, there are newly written up-to-date articles titled *Science, The Sciences, and Methods of Science*. Beautiful full-color illustrations and photographs are used in these and in the new articles on *Anatomy and Comparative Anatomy*.

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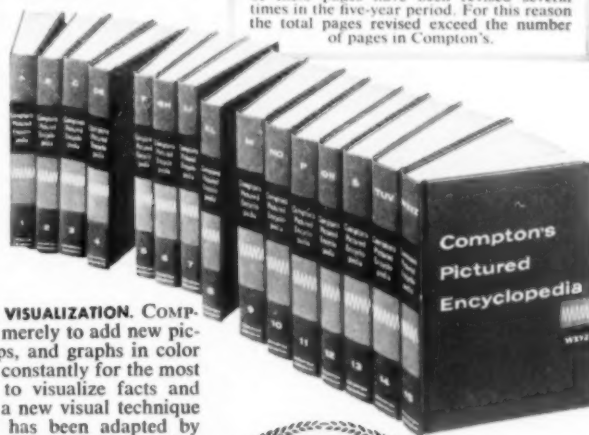
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New maps	1,066
Total new pictures, maps, graphs, and drawings	7,575
New pages added	812
Total pages changed	19,322*

*Because of our fast-changing world many of these pages have been revised several times in the five-year period. For this reason the total pages revised exceed the number of pages in Compton's.



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